

INSPECTION REPORT

PEASEDOWN ST JOHN PRIMARY SCHOOL

Peasedown St John

LEA area: Bath and North East Somerset

Unique reference number: 109067

Headteacher: David Tilling

Reporting inspector: Terry Mortimer
18849

Dates of inspection: 27-01-03 to 30-01-03

Inspection number: 246859

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Bath Road
Peasedown
Bath

Postcode: BA2 8DH

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Appropriate authority: Governing Body

Name of chair of governors: Linda Day

Date of previous inspection: 06-03-01

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18849	Terry Mortimer	Registered inspector	Religious Education: Information and Communication Technology: Education Inclusion	What sort of school is it? The school's results and achievements. How well are pupils taught? What should the school do to improve further?
11096	Margaret Davie	Lay inspector		Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23917	Tony Clarke	Team inspector	Design and Technology: Mathematics: Special Educational Needs	
24805	Alison Cogher	Team inspector	English: History: Art and Design	How well is the school led and managed?
24528	Garth Muton	Team Inspector	Science: Geography	How good are curricular and other opportunities?
11849	Mary Dornan	Team Inspector	Activities in the Foundation Stage: Music: Physical Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Peasedown St John Primary is a community primary school that mainly serves the village of Peasedown St John and the outlying areas around the village not far from Bath in the county of Bath and North East Somerset. The school's roll is typically above average in size compared to primary schools nationally, and the number has increased to 358 pupils this year. There are about equal numbers of boys and girls in the school, although the proportions within each year group vary sometimes considerably. Almost all pupils are of white UK heritage and there are three pupils who have English as an additional language, which is below average. The proportion of pupils eligible for free school meals is broadly average. The range of social and economic backgrounds of pupils in the school is very wide. The proportion of pupils (24 percent) identified as having special educational needs is above average. Of these, 15 receive additional support and 10 (four percent) have statements. Their needs are wide ranging; but are mainly speech and emotional and behavioural difficulties. Most pupils benefit from pre-school education. The pupils' attainment on entry is wide ranging but overall is below average.

HOW GOOD THE SCHOOL IS

Peasedown St John Primary school is an effective and improving school where pupils achieve well. Children start school in the reception class with below average attainment overall, the range of ability is very wide including a few children that are more able and some with immature speech and language development. When pupils leave school at the end of Year 6 they achieved standards last year in tests in line with the national average in English, and mathematics and well above in science. The quality of teaching is good and the school is very well led and managed. The school gives *good* value for money.

What the school does well

- The headteacher and deputy headteacher provide clear educational direction and excellent leadership, and with the key staff, very good management, for the school
- Teaching standards are good overall which ensures that pupils are achieving well in relation to their starting points
- Pupils' show positive attitudes, behave well, form good relationships and their personal development is good
- The school's provision for spiritual, moral, social and cultural development of its pupils is very good, which results in a very positive ethos which encourages the good parental views and relationships with the school
- The monitoring and evaluation of the school's performance and taking effective action is excellent, including the monitoring, evaluation and development of teaching and induction of new staff
- The school's appraisal procedures and action taken to meet its targets are excellent
- Staff, pupils, governors and parents have a very good sense of shared commitment to the school
- The school's procedures for monitoring pupils' academic and personal performance are very good
- The school is excellent at tracking pupils and setting targets for pupil improvement
- The Governing Body is very effective in carrying out its duties

What could be improved

- Standards of English in writing and speaking
 - The development of pupils' independent learning skills
 - The curriculum balance of the foundation subjects
- (All of these issues are clearly identified in the school's development plan)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the time of the last inspection in March 2001 by HMI, the school has moved forward at a good pace. Since that time improvement has been very good. The key issues of the previous inspection have all been addressed well. The rate of improvement in standards of attainment has risen above the national trend at Year 6. Pupils achieve very well in relation to their starting points in many subjects, although the speaking and listening skills of a significant proportion of pupils' in English and writing skills continue to affect overall attainment in this subject. Information and Communication Technology (ICT) in the school has made great strides. The leadership and management are very effective, coordinators have been appointed and their roles developed for the core subjects. All changes have been implemented sensitively through careful consultation and getting people on side. Some good opportunities have been made to allow pupils to apply their literacy and numeracy skills across the curriculum. Excellent assessment procedures have been developed to enable teachers to judge pupils' progress and learning needs. The quality of teaching has improved considerably. Provision for pupils with special educational needs has also improved. The headteacher, staff and governors have brought about significant improvements in the standard of education. The school is well placed to bring about further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2001	2002	2002
English	E	D	C	D
Mathematics	E	C	C	C
Science	E	B	A*	A*

Key

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

The table above shows the results obtained in the last academic year and demonstrate that, although attainment was average in English and mathematics and in the top five percent in science, compared to that in similar schools, it is below average in English, average in mathematics and again in the top five percent in science. Comparison of those results with the scores obtained by the same pupils at Year 2 shows that achievement is very good in all areas. The pupils in Year 2 now, entered the five to seven age range (Years 1 and 2) with below average attainment. Attainment at the end Year 2, in 2002 was low in comparison with that in similar schools for reading and writing and in the case of mathematics it was average. The trends over time show that improvement at the end of Year 6 is above that found nationally. The school has set challenging, but realistic targets for attainment in 2003 and is well on its way towards achieving these.

The inspection finds that, by the end of Year 6, current attainment is average in English and mathematics and above average in science. Standards are above average in information technology at the end of both Year 2 and Year 6. At the end of Year 2 standards are average in mathematics, science and English. In all other subjects where, it is possible to make a reliable judgment, standards are in line with national expectations. When prior attainment is taken into account pupils' test achievements in the core subjects of English, are above average, well above average in mathematics and in the top five percent for science. Pupils with special educational needs are achieving well in relation to the targets set for them. The achievements of pupils with English as an additional language are in line with all other pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. The vast majority of pupils are eager to learn and concentrate well.
Behaviour, in and out of classrooms	Pupils' behaviour both within and outside the classroom is good. A small number of pupils present extremely challenging behaviour, which is efficiently dealt with.
Personal development and relationships	The school makes good provision for the personal development of pupils and this is seen in the good relationships made throughout the school.
Attendance	Attendance is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

Overall the quality of teaching is good with many strengths and some areas for improvement.

In the lessons observed all teaching was at least satisfactory with 49 percent that was good and 23 percent of all lessons observed were very good.

English and mathematics including the core skills of literacy and numeracy are taught well overall and teaching in English and mathematics is good. Some of the strengths of the teaching observed are: the very good use made of assessment; the good relationships that teachers develop with pupils; the good questioning that develops pupils' understanding; the good knowledge that teachers have of their pupils and the good behaviour management; the good subject knowledge in the core subjects, the good quality of teachers' marking and the high expectations that the teachers have of their pupils and their ability to succeed. Taking all factors into consideration, especially the learning that has taken place so far this year, the quality of learning is good.

The school plans work, which meets the needs of pupils including the potentially higher attaining well, although there is still room for improvement. The quality of teaching of pupils with special educational needs is good overall including when pupils are withdrawn for support. This is also true for pupils with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides an appropriate emphasis on the core subjects. The overall curriculum balance is under review. Overall, all of the required areas of the National Curriculum Programmes of Study are covered. Opportunities for independent learning are few.
Provision for pupils with special educational needs	Very good. The very positive 'success' atmosphere of the school promotes the effective inclusion of pupils with special educational needs into every aspect of school life
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is very good. Provision for pupils' moral and social development is very good. Staff provide very good role models. Pupils are encouraged to work co-operatively and take responsibility for their work and for helping other pupils.
How well the school cares for its pupils	Very good. Very thorough procedures are in place to cover health and safety and child protection. The school strongly promotes the pastoral care of its pupils. Excellent procedures are in place to assess pupils'

	attainment and progress.
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Parents are kept very well informed and many efforts are made to involve them in their children's education, overall this aspect is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher and deputy headteacher who work together in a very effective partnership. The headteacher has created a good working atmosphere and management team in which staff work together effectively as a team and subject co-ordinators are developing their roles very efficiently.
How well the governors fulfil their responsibilities	Good. Governors are well informed about and work effectively in the management of the school providing strong support for the headteacher and staff.
The school's evaluation of its performance	The school has excellent procedures in place to monitor and evaluate the curriculum, teaching and learning. Information gathered in this way is carefully considered and acted upon to help the school move forward.
The strategic use of resources	The school manages its finances very efficiently and ensures that the best value is obtained from the use of all specific grants and funds available

Overall, the school has a good range of resources that are used well to support teaching and learning. There is an appropriate number of staff who are effectively deployed. There is a good team of high quality support staff who provide valuable support for the pupils. Overall, the standard of accommodation is good and is being enhanced by the building of the nursery.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress in school • Teaching is good (99 percent of parents responses) • The school is well led and managed • Their children like school • Behaviour of the children is good 	<ul style="list-style-type: none"> • A greater range of activities outside of lessons

The inspection team found that it fully endorses the very positive parental comments and views which were expressed on the questionnaire and at the parent's meeting. It finds that the school provides as wide a range of activities outside lessons, as is possible.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards in the school are average and pupils make good progress.
2. The 2002 National Curriculum tests, results for Year 6 pupils in English and mathematics are average and are in the top five percent in science. Overall, pupils made very good progress in English, science and mathematics from their previous attainment at the end of Year 2. When the school is being compared with similar schools (based upon free school meals) it is below average in English, average in mathematics and in the top five percent in science. Standards have improved since 2001 particularly in English and science. Trends of the last four years have shown steady improvement from a low base. Overall the trends show above average improvement particularly in mathematics and science.
3. In the 2002 National Curriculum tests, results for Year 2 are below average in reading and writing and average in mathematics. Compared to similar schools results are below average in reading and writing but average in mathematics. Standards have improved since 2001. Trends over the last four years in reading, writing and mathematics test results for pupils at the end of Year 2 have also risen faster than the national trend.
4. Over past years, attainment on entry to school has been below average. Inspection evidence found that children starting school in the nursery show very wide-ranging attainment but are below expectations in all areas of learning. Many children start school with immature behaviour and find it difficult to listen and concentrate for very long. However, most children make good progress and enter Year 1 attaining most of the Early ¹Learning Goals recommended for children of this age. The good quality of teaching and teamwork, good adult role models, carefully structured activities and very good support from teaching assistants enable children to make good progress and achieve well.
5. Pupils in Years 1 and 2 make satisfactory progress in speaking and listening, reading and writing, mathematics and science so as to be average by the time they are at the end of Year 2 because teaching is well directed to pupils' needs. There was no evidence to suggest that the performance of boys and girls was significantly different although there are some variations between and within year groups, which reflect the number of boys and girls, and pupils with special educational needs in each group. Standards in all other subjects except for information technology, which is above expectations, are in line with expectations.
6. In the Years 3 to 6 pupils make good progress and, as a result of the school's emphasis on the development of literacy skills being paramount to its provision for English, standards are now average, with evidence showing that this is improving. Attainment in speaking and listening is still below average although this is targeted for improvement in the School Development Plan. Attainment in reading is average. Most pupils develop positive attitudes towards reading. As a result most pupils, including those with special educational needs make good progress in relation to their prior attainment. They

¹ Early Learning Goals: these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

confidently use a range of strategies when reading unfamiliar text and enjoy reading a range of fiction and non-fiction texts. The school greatly values the use of Home/School Diaries to encourage parental involvement. Standards in writing are average and progress is good. Pupils are excited about language and the power of story. This is a direct result of the basic skills of handwriting, spelling, punctuation and drafting contributing significantly to the raising of standards because pupils are able to organise their thinking and communicate ideas successfully. A strength of the subject is the wide range of opportunities the school identifies in its **planning** to apply, consolidate and extend speaking and listening, reading and writing.

7. Standards in the Years 3 to 6 in information and communication technology are above average. In geography, history, religious education, design and technology, music and in physical education standards are in line with expectations.
8. Standards of handwriting and presentation in the infants are satisfactory overall. By the end of Year 2, pupils' handwriting is legibly formed. By the end of Year 6, pupils produce above average handwriting that is clear, joined and fluent.
9. In mathematics, inspection evidence indicates that pupils in Years 2 and 6 are attaining standards that are in line with those expected nationally. The school's very effective introduction of the National Numeracy Strategy, has had a positive impact upon pupils' computation and mental calculation skills and attainment in these aspects. The school has concentrated on number and algebra, and space, shape and measure, which has raised standards considerably. However, inspection evidence indicates that throughout the school the practice of using and applying mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum is limited.
10. Inspection evidence shows standards achieved in science by Year 2 pupils meets national expectations. By the time they reach Year 6 pupils' enquiry and investigational skills are at least average for their age but their knowledge and understanding of the whole science programme of study (life processes, physical processes and materials) is above national expectations. This is a result, of good teaching, and also the emphasis on science investigations. These are very well used to apply the knowledge and understanding gained in other practical activities such as problem solving as set by the teachers.
11. Pupils' attainment in information and communication technology is above expectations and is significantly better than at the last inspection. The strength of the subject is in the discrete subject teaching and the well-planned opportunities to learn and practise skills across the curriculum. Standards in art are in line with expectations in the school. The enthusiasm of the pupils is largely as a result of the enthusiasm of the art co-ordinator and her commitment to the raising of standards.
12. At the end of Year 2 and Year 6, standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. Pupils make good progress in their understanding of a range of faiths through a good range of visits and visitors. Visits, good teaching and very good cross-curricular links are also responsible for the satisfactory standards in history and geography. Topic work on, for example, the Victorians linking the majority of subjects including English and mathematics, ensures all subjects are fully implemented and support each other in the application and consolidation of similar knowledge, understanding and skills.
13. Provision overall for special educational needs and for those pupils who have Statements of Special Educational Need is very good. This is a strength of the school.

Reference to the Record of Need, to individual education plans, school tracking records and discussions with the special educational needs co-ordinator (SENCO), class teachers, and teaching assistants indicate that most pupils are making good progress towards meeting their individual learning targets. Provision is made very well for those pupils who have specific learning difficulties in English and mathematics through the Additional Literacy Strategy and Early Literacy Strategy programmes.

14. The school's targets in English tests were exceeded, but not in mathematics. The school continues to set itself demanding targets and these are clearly developed in the school's development plan.

Pupils' attitudes, values and personal development

15. Pupils are hardworking and have good attitudes to the school. Relationships are very good and the oldest pupils are generally mature and sensible; well prepared to move on to secondary education. Behaviour is good and makes a strong contribution to learning in most lessons. Two pupils were excluded for a fixed period last year for unacceptable behaviour. There have been no exclusions this year. Attendance levels are satisfactory, just slightly below the national average and pupils are punctual at the start of the day.
16. Pupils are positive about the school and the work they do. In a Year 2 art lesson for example, they were very attentive and enthusiastic about the tasks they were asked to do because of the interesting effects their teacher showed them they could achieve using watercolour pencils. They were really motivated and eager to act on suggestions to improve their work because they were praised and encouraged and this ensured that they were learning at a very high rate. Similarly in a Year 6 English lesson, they were very well focused on their tasks because the teacher used interesting resources such as the interactive whiteboard to capture and hold their interest. Just occasionally, pupils are not well motivated because the pace of the lesson is too slow or work is not well enough matched to their abilities and results in some of them switching off and therefore not learning as much as they should.
17. Pupils behave well throughout the school. This view is firmly supported by parents who are pleased with how well mannered and polite the children are. They regularly hold doors for one another and try hard to encourage each other's politeness, for example by counting how many of them say "thank you" as they walk through. They show a good deal of concern for each other's well-being and are very helpful. This was clearly demonstrated by a pupil who was looking after his friend who was feeling ill. He tried to cheer him up by reading him a story and occasionally encouraged him to read, "Come on it will make you feel better!" Pupils mix on the playground very well and are enthusiastic about the new play equipment. They are aware of the seriousness of bullying and racism and quite clear about the firm stance the school takes. There is however a small number of pupils, whose behaviour in lessons is challenging. Despite teachers' very good management strategies, they call out rather than wait until they are asked to speak, wander around when they should be working and do not focus on their tasks for more than a very short time. This impacts on their productivity and learning.
18. Relationships amongst all staff and pupils are very good. No harsh words were heard during the inspection. Teachers very skilfully rely on praise, encouragement and positive reinforcement of good behaviour to achieve the desired outcomes. When pupils were recently asked what they like best about school, they were overwhelmingly sure it was the teachers. Generally pupils' attitudes to learning are good. The behaviour of those pupils without specific behavioural difficulties is always good, with pupils showing very positive responses to their teachers and learning support assistants. The reaction of other pupils towards pupils with special educational needs is also good. Special

educational needs' status has no negative effect on relationships within the school. Indeed sometimes the opposite is true.

19. The older pupils are becoming mature and sensible and well prepared to move on to the next stage in their education. The local secondary school recognises that pupils are much better prepared for Year 7 since the arrival of the new headteacher. Pupils are happy to take on responsibility around the school, for example helping with the delivery of registers, playtime monitors, playtime buddies, in the library or selling fruit at morning break. They like the opportunity they are given to have a say in what happens in their school through the council, and welcome the opportunity this gives them for peer negotiation. Many children share resources and work together well but their ability to take responsibility for planning and organising their work is not well developed because of the lack of opportunities to do so.
20. Attendance is satisfactory and unauthorised absence is below the national average. Parents make sure their children get to school on time and this helps them to make a good start to their day. Despite what the school does to discourage it, a significant number of pupils go on family holidays during term time which means they can sometimes miss out on significant portions of learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching in the school overall is good. A high standard of teaching has been developed and maintained since the last inspection and continues to be good overall. The few weaknesses identified at the last inspection were not apparent, nor significant as none were reported. Improvement since the last inspection is therefore good. Nearly three quarters of the lessons seen were at least good of which over one in five were very good and the rest satisfactory. Teaching was good in the nursery and reception, satisfactory in the Years 1 and 2 and good in the Years 3 to 6. The vast majority of the very good teaching was seen in the Years 3 to 6.
22. All teachers are very hardworking and are extremely committed to the welfare of their pupils. The relationships between pupils and teachers, and between pupils themselves are very good and teachers care for their pupils as individuals. The contributions pupils make to discussions are valued, helping to build self-confidence. The ability to listen to and respect the views of others is very good. This encourages the pupils' good attitudes to school and, in turn, contributes to the good progress and standards achieved.
23. During the inspection the following strengths of the teaching were noted in the lesson observations and in the examination of pupils' previous work:
24. **Teaching of basic skills.** There is effective teaching of basic numeracy and literacy skills throughout the school. The skills developed in literacy lessons enable pupils to understand the different styles and purposes of writing. In subjects where links to literacy are planned for, pupils gain valuable opportunities to practice and refine their skills. Reports, instructions and diagrams are regular features in pupils' work in other subjects. The level of challenge is high for all pupils. There is very good support for pupils who have special educational needs and they make good progress. The challenging nature of the work in numeracy and literacy enthralls and excites the pupils. Dynamic, challenging mental activities feature as the introduction to most lessons. Pupils enjoy these activities; they respond enthusiastically, and become more confident and proficient at making rapid calculations. For example Year 1 pupils are challenged to make up 10 from a number given by the teacher. In literacy, the excellent teaching of Year 6 pupils, when discussing texts to recognise how arguments are constructed to be

effective, inspires pupils to suggest alternative words to those used, and use a thesaurus to develop their own vocabulary.

25. **Teacher's knowledge and understanding and effective planning.** This is good across all the 'core' subjects including English and mathematics, particularly in classes in Years 3 to 6, where teachers' specialist skills are used very effectively, though the setting process in English and mathematics. Pupils are inspired by the good selection of appropriate resources and challenging questioning to make pupils think and respond by using appropriate vocabulary. For example, Year 2 pupils are motivated by links with geography when developing good sentence structure through the use of texts about the Island of Struay and the contrasting of locations overseas. This linking of subjects and applying knowledge, understanding and skills developed in one area to another to consolidate learning is a real strength in the school. This is a result of very good planning and teachers' very good knowledge and understanding to find and use the opportunities available. The strength of the planning is that, teachers plan in year teams and ensure that the interrelationship between subjects is made very clear.
26. **Teachers challenge pupils well.** The vast majority of the lessons seen were challenging for all. This included those in which there were mixed abilities. Teachers are very careful to ensure work is well matched to pupils' age and ability. For example, Year 4 pupils are very secure about what makes a fair test when they tested the electrical conductivity of different materials. The teacher consistently challenges pupils to explain their answers at their level of understanding of why, for example, it might be a good idea to repeat a test and whether the results would be the same if a different method was used. Another good example is when children under five are challenged to use correct vocabulary to explain the difference between 'longer than and smaller than'. Year 3 pupils are also challenged in information and communication technology when the teacher asks pupils to interrogate data from information they had created in relation to the 'dog who committed the crime'.
27. **Teaching methods and organisation are good.** The main strength is in the cross-curricular planning that ensures the relationships between subjects is explicit and many of the methods used rely on links to other subjects and previous learning. A particularly good example is the work that the pupils in Year 1 did when comparing their toys to those of their grandparents and parents, using this information to develop an understanding of how toys and materials used to make them have changed over the years. The use of ICT in art is clear when the pupils created their own pictures in the style of Mondrian. Teachers explain and model expectations well and pupils are very clear about what to do and work hard to achieve it. There is a clear expectation that the methods and organisation are systematically planned throughout the curriculum which is a strength of the school and a major contribution to pupils' learning.
28. **The strategies for managing behaviour are good and relationships are very good.** Generally, the work is interesting and well matched and lessons have good pace. Lessons are challenging and pupils are so involved, concentrating and working hard at what they are doing, they do not have the time to misbehave. On the rare occasions where behaviour was not up to the usual high standard pupils were quickly challenged and reapplied themselves to the task in hand. Teachers manage the pupils very well. They are sensitive to the needs of the pupils and ensure that they do not discourage pupils even when occasionally the good behaviour is disrupted.
29. **The quality of the marking throughout the school is of high quality.** Comments are constructive and relevant, and in many cases there is dialogue between teacher and pupil, showing that the marking is used to ensure further progress. This information, in turn, is used very effectively in planning future work.

30. **Learning assistants are used very effectively in classes.** The learning assistants and the special educational needs support staff are closely involved in lesson planning and the support and management of behaviour, as well as supporting learning. They are well qualified, experienced and their expertise has a positive effect on the rate at which pupils learn.
31. **The teaching of pupils with special educational needs** is good. All teachers are aware of the pupils on the Record of Need register and all make provision for their needs in their daily lesson planning. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress by teachers and support staff. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils identified as having special educational needs. They are given very good; skilled assistance from the well informed, experienced and committed teaching assistants. The combined expertise of teachers and assistants is crucial to the good progress that the pupils make.
32. The most significant factor that prevented satisfactory lessons being good was a lack of pace and sometimes just the 'sparkle' or 'pazz'. For example, rather long introductions in a few lessons meant some pupils did not then benefit as much as they could from the subsequent individual work. Tasks were pitched, occasionally too low for many of the pupils, and sometimes attention consequently wandered.
33. Good use is made of homework to support pupils' learning. Pupils take reading books home to read with parents, and as they get older they are also take problems and tasks to complete at home, which have been set and are marked at school. The use of information technology to support learning has improved significantly since the time of the last inspection. Many opportunities are provided to enable pupils to use this tool, for example, use of the Internet to research about volcanoes, designing a database and questions and searches. Using the Internet to discover more about the Victorians in history. It is also well used in science for recording their work, and monitoring the environment, as well as interpreting graphs in mathematics.

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

34. The quality and range of opportunities provided within the school curriculum are satisfactory overall with some good and very good elements. The balance of the curriculum reflects the recent priority of raising standards in English and mathematics. However careful planning has meant that the full range of National Curriculum subjects and religious education are covered. Subjects other than English, mathematics and science are often timetabled in blocks of time rather than trying to teach every subject every week. This approach has resulted in more effective use of teachers planning time and more effective use of the lesson time available. Despite these efforts the school is aware of the pressure of covering the whole content of some subjects in the time available and has plans to review the curriculum.
35. The process of designing the curriculum and of continually checking it has been rigorously carried out by the headteacher, the senior management team and teachers. The school planning documents allow for teachers to link some subjects together. During the inspection there were examples of mathematical skills being used in science as pupils produced graphs of their results and of writing skills being practised in history and geography. There are examples of this linking in other subjects but the use of these

cross-curricular links as part of the process of raising standards in all subjects has not yet been fully developed and embedded in long term plans. Opportunities for pupils to develop their speaking skills and independent investigational skills are also not clearly identified and sufficiently emphasised at the curriculum planning stage.

36. The national strategies for literacy and numeracy have been effectively introduced and there is a commitment to refine and improve them. The provision for pupils' personal, social and health education (PSHE) is good. A full programme of work has been devised including a programme of sex and drugs education appropriate for the age of the pupils. Time is devoted each week to PSHE when pupils learn and discuss a whole range of important skills and issues. The application and use of information technology in a number of subjects is developing rapidly. This is a significant improvement from the time of the last inspection.
37. A strength of the curriculum is the quality and number of enrichment activities arranged by the school including a science week, a book week, a healthy eating week and theme days such as the India Day and World Music Day. Visits to a number of locations are arranged to enrich pupils learning but the school has not fully explored the potential for learning in its immediate locality for subjects such as history, art and geography.
38. Provision overall for all pupils with special educational needs is very good including those pupils with statements. The provision is a strength of the school. Most pupils are making good progress towards meeting their individual learning targets. Very good provision is made for those pupils who have specific learning difficulties in English and mathematics. The provision for those pupils who have behavioural problems is equally comprehensive and detailed, and they make good progress towards targets set for them.
39. Arrangements for activities outside of normal school hours are good. A number of booster classes are arranged for pupils who need extra help and the school is host to an 'Achievement Centre' using specialist teachers, which is run in conjunction with a number of neighbouring schools and provides stimulating learning experiences for pupils who will benefit from this extra input. A number of 'clubs' are organised depending on the time of year; these include gardening, orchestra, football, netball, tag rugby, and cross country running. The deputy headteacher gives up her lunchtime everyday to make the ICT suite available to each class from Year 2 to 6 on a rota basis. An annual residential trip is now being organised. Pupils from Years 5 and 6 visited the Isle of Wight last year and a similar trip is being organised this year.
40. Links with partner institutions such as playgroups and the secondary school are very good. The school is part of the local early years network and has established useful relationships with all pre-school providers in the area. They have been involved in consultations regarding the new nursery, and there are plans to establish training links with them when the new room is up and running. The playgroup in the neighbouring community centre occasionally makes use of the school hall. Links with the local secondary school are strong and ensure that pupils move to this new phase in their education with confidence. Pupils in Year 6 take part in the "Building Bridges" programme, starting work while still in Year 6 that they take with them and continue to work on in Year 7 in order to give them continuity in learning. Useful curriculum links have been established in areas such as ICT and a number of pupils attend the Achievers Centre with teachers from the local secondary school, designed to help children who are considered to be at risk of losing interest in school.
41. The overall provision for the pupils' spiritual, moral, social and cultural development is very good. There are particular strengths in the very good provision for pupils' moral and social development. As a result pupils have a clear understanding of the difference

between right and wrong and most show this in their everyday life in school. Pupils' positive behaviour and attitudes are a strength of the school.

42. The school places a high priority on equipping pupils with a very clear set of moral values. A very effective, whole school approach ensures that teachers, all non-teaching staff and parents have high expectations of good behaviour. All adults in the school present very good models of behaviour. Pupils learn by example that it is important to value and respect each other and the environment. The school has a caring ethos based upon mutual respect and concern for others.
43. The provision for pupils' social development is very good and all pupils are very well supported. Teachers clearly demonstrate respect for pupils, including those with special educational needs, and take every opportunity to promote a positive self - image. Pupils are encouraged to respect each other, to form constructive relationships and to work together collaboratively. All classes have a range of monitors with jobs such as distributing books and collecting and returning attendance registers and assisting with the music centre in assemblies. Pupils raise considerable amounts of money for a number of charities, which are selected finally by the school council. This teaches pupils about their responsibility to both the local and wider community. Pupils' social confidence is further developed by their involvement in sporting, musical and other community activities and by a residential visit to the Isle of Wight. The outcome of the provision for the social development of the pupils is obvious – the senior pupils are a delight! They are polite, socially adept and a credit to their parents and the school.
44. The provision for pupils' spiritual development is good. Pupils are valued as individuals by all adults and they are given opportunities to express their ideas and concerns. Daily acts of collective worship in assemblies are simple and well directed, emphasising themes that promote feelings and imagination. They allow pupils to reflect upon their own actions and how these affect others. Through religious education pupils gain knowledge and insight into the values and beliefs of other world religions.
45. The school is successful in promoting pupils' appreciation of their own cultural traditions through its planned provision in curricular areas such as history, art and geography. Art displays include examples of pupils' work in the style of different artists. Pupils' multicultural understanding is promoted through learning about festivals such as Eid, Diwali and Christmas. The importance of rites of passages such as Baptism and Bar mitzvah are considered in religious education. Pupils study British cultural traditions when they visit local churches and a regional mosque. They are also encouraged to appreciate the different beliefs, values and ways of life of people, as when researching an Indian village. Assembly themes are drawn from different cultures and are both taught formally through the locally agreed syllabus and referred to in daily acts of collective worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. There is a high level of support and care for pupils. Teachers know pupils very well and monitor their academic and personal development carefully. Systems to assess their attainment and progress are excellent and the information is used carefully to plan pupils' next steps in learning. Pupils with special educational needs are well supported with clear learning targets and their achievements are carefully assessed.
47. Teachers and other staff know pupils well and look after them carefully, providing a very high level of care and support. Parents appreciate the easy access they have to teachers to discuss and sort out any problems and the quick response they receive from the school about any concerns. Attendance is given a high priority and monitored

carefully. Parents are familiar with the attendance policy and procedures. Careful consideration is given to ensuring that all pupils have access to the full range of facilities, with ramped access into the building from the playground, into the hall and the new nursery extension. The building and grounds are regularly checked to ensure that pupils work and play in a safe environment and the whole site is very clean, well maintained and appealing. A code of conduct for safe Internet use has been agreed and is effective. Meal times are well organised and pupils well supervised at lunchtime. Many staff have had first aid training and there is a good awareness of pupil's medical needs. The headteacher is responsible for Child Protection and he ensures that all staff have the required training.

48. There are very good procedures in place to ensure that pupils behave themselves. Because of the good relationships that staff have with them, pupils listen carefully, work hard at their tasks and seldom misbehave. Pupils are very clear about the Golden Rules, as well as their own class rules, which they help to draw up, and take them seriously. Teachers use many positive strategies to reward good achievement including praise, stickers and treats such as a few minutes extra playtime. Target boards are used well in all classrooms to encourage pupils to reach their English and mathematics targets. Celebration assemblies reward pupils who work hard academically, but also recognise the importance of being a good citizen rewarding them for being helpful, kind and thinking of others. Teachers also use reward systems well to help the few pupils who are having difficulty knowing how to behave properly in lessons.
49. Pupil's personal development is very well supported and this is helping them to become mature. A regular programme of PSHE and circle time is used to help them learn about personal safety and how to keep healthy, as well as learning about friendship and exploring emotions. In Year 2 for example, pupils were given a very good opportunity to think about and discuss their feelings when considering what it's like to be outwardly different from others, by reading about "Elmer the Elephant" because he looks different from all the other elephants. A "Healthy Schools Award" has been applied for and has resulted in pupils having access to drinking water throughout the day and fruit at morning break time. As part of this process a conservation area is being developed with the help of the school gardening club. Drugs and sex education are sensitively taught at various stages and the Year 6 pupils benefit greatly from visiting a "Life Skills" programme, where they are required to face and deal with real life, potentially dangerous situations. Pupil's ideas and opinions are regularly sought and acted upon. For example the school council helped to draw up plans for the new playground in consultation with all other pupils, and pupil reporters regularly contribute to the newsletters.
50. Excellent procedures are in place that enables the school to successfully monitor pupils' academic and personal attainment and progress. A wide range of assessments is used to give a comprehensive picture of each pupil's development in English and mathematics. The headteacher, class teachers and support staff know the pupils very well and have a good understanding of their individual needs. Pupils' academic performance is closely tracked by the deputy headteacher, through the analysis of assessment data. This analysis is shared with teachers and action is taken for individual pupils and groups of pupils. This aspect of the school's work is having a positive impact on all pupils' learning. It has consolidated teachers' assessment practice in knowing the next step that needs to be taken by pupils, discussing it with them and making it visible for them on a target card. Teachers find the recording systems helpful, manageable and informative.
51. Assessment data is also used by teachers to inform their teaching plans. For example, each half term teachers review the progress being made by pupils and targets are set and shared with all pupils and their parents. Portfolios of moderated work are available in some subject areas such as mathematics, and staff meetings often involve

moderating work to ensure teachers are clear of expectations in each year group and subject.

52. The records compiled by the special educational needs co-ordinator are very detailed. Individual education plans formed jointly by the class teachers, and support staff are apposite, reviewed regularly and modified accordingly. The overall quality of the individual education plans is good. They are detailed, clear and give precise, attainable learning targets.
53. The co-ordinator for able pupils is gathering new research in this area. A policy has been written taking account of the research and the co-ordinator is working closely with the Local Education Authority officer to develop initiatives further, so that the school can work in more depth with its more gifted pupils and raise standards further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parent's confidence in the school is fully justified. There is a very high commitment to a strong partnership and parents are encouraged to involve themselves in their children's education. They are provided with very good information about school life and how well their children are doing.
55. Parent's views of the school are very positive. They are happy with the standards their children are achieving and feel that the school works hard to help all the pupils to learn and make progress. They are particularly pleased that the school teaches their children to care about and think of others and with the good systems that are in place for children to get help. Parents feel that there has been considerable improvement in the school since the time of the last inspection and that their children are very lucky to benefit from improved resources and good teaching. Their only concern is about the provision of extra-curricular activities, but inspection findings show that a good range of activities including trips and visits is offered.
56. The school keeps parents very well informed. Both the prospectus and governors' annual report give a full picture of school life and helpful information about how parents can help their children at home. The governor's annual report is just missing one item of required information: the name and address of the clerk. Parents appreciate the weekly newsletters, which help keep them up to date. A small number have mentioned that sometimes information about INSET days is received very late, however the school always tries it's best to give parents as much notice as possible. The recent "Healthy Schools" audit showed that parents felt they were not well enough informed about some aspects of school life, such as the provision of drugs education. As soon as this became apparent the school, in it's commitment to keeping parents well informed, sent out a newsletter with the required information to help them understand what was being provided for their children.
57. Annual written reports on pupil's progress give very good information about how children are doing. Parents feel that reports are accurate and generally individual. They share pupil's learning targets in English and mathematics, but no targets are yet set for science. Two formal parent consultation evenings are arranged and parents are welcome to see their child's teacher when reports have been sent home. Morning drop off and afternoon pick up are both friendly occasions, with many parents bringing their children into their classrooms in the morning. These occasions provide very good opportunities for two-way communication between home and school.
58. Parents are supportive of the school and their children's education. They know about the homework policy and how it is organised. They receive a curriculum newsletter at

the beginning of each term and are also invited to meet their child's teacher at the beginning of the year. The Friends of the School association is very active and successfully raises considerable additional funds for the benefit of the pupils. They regularly contribute to the cost of outings and visits to ensure that no child is disadvantaged due to economic hardship and made a substantial contribution toward the cost of the new playground equipment, which is valued and enjoyed by all of the children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The outstanding leadership and very good management provided by the headteacher and deputy headteacher ensures that the school's educational direction is exceptionally clear. The school's vision, "achieving excellence for ourselves and others" underpins every aspect of the school's work and is firmly reflected in the strategic development planning process. The leadership's determination to continue to raise standards and provide the best quality education for all pupils, is communicated very effectively to all those who work in the school. All staff with management responsibilities, work together very well as a team, to monitor and manage the school's provision very effectively. Very clear systems enable the school to regularly evaluate its own performance and take appropriate action to secure rapid improvement. There is a very strong commitment on the part of all staff to improvement, and the school is well placed to continue to raise standards.
60. The school has made very good progress since the last inspection in the leadership and management of provision for pupils with special educational needs. This is now very good. The special educational needs co-ordinator, although in a temporary role, is enthusiastic, well qualified and most diligent in her role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons and in withdrawal sessions. The co-ordinator liaises well with fellow teachers and support staff and is in regular contact with concerned external agencies such as the Learning Support Service, Educational Psychology Service, Social Services and relevant medical personnel. Early contact is made with all parents as soon as concerns are noted about their children, and there is evidence of parental involvement in all stages of the Code of Practice. Parents' comments are most supportive, as are those from personnel in the concerned agencies.
61. The school is committed to equality of opportunity and has an up to date policy on Race Equality as required. Pupils are valued and respected and the school actively promotes inclusion by responding well to the individual needs of pupils.
62. The governors, who are led ably by the chairperson, provide very strong support for the school. They fulfil their statutory duties very well and have a very good understanding of the areas in which the school does well and those in which more development is needed. Governors make regular visits to the school and receive high quality information from the headteacher. This enables them to make considered decisions about priorities for development. They actively question the information they receive to ensure that the decisions they make will support the raising of standards.
63. Procedures to improve the school's performance are excellent and rooted firmly in the commitment to improve the quality of teaching, and the learning opportunities provided for pupils. A culture of openness enables teachers to feel that they can share ideas and discuss their performance. The headteacher, deputy headteacher and strategic managers, including those for the National Literacy and Numeracy Strategies, monitor and evaluate the progress made by pupils in relation to set targets. The action taken as a result of this work is very focused and extremely effective. Teaching and learning are rigorously monitored and financial support is provided to enable co-ordinators to observe

lessons, provide support for teachers, and complete action plans. The school's strategies for performance management, and the induction of new teachers, or those embarking on a new role within the school are of the highest quality. A carefully considered balance of professional development opportunities to meet the needs of individual teachers, and to secure whole school improvement are successfully implemented. The very effective links made between all these procedures and strategies, have enabled the school to make significant improvements in many aspects of its' work, very quickly.

64. The school accommodation is good. Classrooms have all been decorated and provide a stimulating learning environment for the pupils. Some are quite small for the number of pupils in them, but the new accommodation will provide the school with greater flexibility in the organisation of classes. The outside accommodation has been improved considerably with playground markings, two adventure play areas and picnic tables with game boards and road maps, on which the youngest pupils play delightedly with small cars and trucks. The small wooded area has been fitted with benches so that pupils can sit in the shade during the hot weather.
65. Financial procedures are very secure. Management of the budget is very effective and takes best value principals fully into account. A wide range of data including analysis of assessment results and comparison with other schools is used to target spending at bringing about improvement in standards. The school has been well funded since the time of it's last inspection and has used these funds carefully to ensure that staff are well trained and resources are on hand to target help where it is needed most, for example by providing additional teaching for the large Year 6 class and additional LSA support where necessary. There has also been training to provide booster lessons for children who are soon to take their standard assessment tests. The school is astute at sourcing and using any additional funding that is available, for example purchasing interactive whiteboards, which help to make learning interesting and fun, with the help of a local charitable trust. The views of parents have been sought as part of the "Healthy Schools" initiative and there are plans to make this a regular feature of the partnership between school and home. The governing body invites formal tenders for all major spending decisions and was instrumental in negotiating a good price for the upgrading of the playground facilities. As yet they do not have clear procedures to evaluate their spending decisions in relation to an improvement in standards.
66. Although the range of books and other learning materials available for teaching English is no better than satisfactory the quality of learning resources overall is good. There are sufficient resources in art but in all other subjects the quality and range of resources is at least good. In science and information technology the range of equipment and teachers' materials is very good. Resources are maintained well by the subject leaders and most are easily accessible. Some boxes of books and artefacts in the resource room are stored on high shelves and are difficult for staff to lift down. An excellent recent addition has been the white interactive boards used for teaching. Some teachers are becoming highly proficient at preparing lessons using these boards and making learning more interesting, exciting and accessible for their pupils. The library is underused as a learning resource and the books for younger pupils are not very accessible

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards further, the headteacher, staff and governors should:

- (1) Continue to raise the standards in English by:
 - Improving the quality of extended writing to address a variety of purposes including cross curricular areas (paragraphs 91, 92, 93)
 - Creating greater planned opportunities for developing speaking (paragraphs 35, 89)

- (2) Further enhance the balance of the curriculum by:
 - Raising the standards of foundation subjects (paragraph 34)
 - Finishing the task of fully developing those subjects to the same status as the core subjects (paragraph 37)

- (3) Raise the levels of attainment across the school;
 - developing the independent learning skills of pupils using the investigative elements of mathematics and science in a non teacher led manner (paragraphs 100, 108, 126, 131)
 - using the investigative elements in more cross curricular ways (paragraphs 35, 110, 116, 125)

(All of these issues are clearly identified in the school's development plan)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	18	41	22	0	0	0
Percentage	0	22	51	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YN– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	358
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	YN– Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	60

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	20	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	26	29
	Girls	19	19	20
	Total	41	45	49
Percentage of pupils at NC level 2 or above	School	79 (79)	87 (85)	94 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	29	29
	Girls	19	20	20
	Total	44	49	49
Percentage of pupils at NC level 2 or above	School	85 (89)	94 (87)	94 (96)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	17
	Girls	10	11	13
	Total	22	26	30
Percentage of pupils at NC level 4 or above	School	73 (73)	87 (76)	100 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	17
	Girls	9	10	12
	Total	20	24	29
Percentage of pupils at NC level 4 or above	School	67 (n/a)	80(n/a)	97 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	340	2	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	1	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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: YN – Y6

Total number of qualified teachers (FTE)	16.45
Number of pupils per qualified teacher	22.5:1
Average class size	27.5

Education support staff: YN – Y6

Total number of education support staff	11
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	13:1
Total number of education support staff	1
Total aggregate hours worked per week	17
Number of pupils per FTE adult	13:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	11.5

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	676,669
Total expenditure	713,506
Expenditure per pupil	2,169
Balance brought forward from previous year	107,060
Balance carried forward to next year	56,141

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	358
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	56	42	1	0	0
Behaviour in the school is good.	50	47	1	0	1
My child gets the right amount of work to do at home.	34	55	7	1	2
The teaching is good.	69	30	1	0	0
I am kept well informed about how my child is getting on.	47	43	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	71	24	3	2	0
The school expects my child to work hard and achieve his or her best.	76	23	1	0	1
The school works closely with parents.	50	42	4	1	2
The school is well led and managed.	71	29	0	1	0
The school is helping my child become mature and responsible.	54	42	2	0	1
The school provides an interesting range of activities outside lessons.	17	40	19	4	19

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

68. The provision made for children in the Foundation Stage is good. Since the last inspection, a new nursery class has been established that admits children following their third birthday on a part time basis. There are also two reception classes that admit children following their fourth birthday. There are currently 25 children on role in the nursery and 52 full time children in the reception classes. Children are assessed shortly after starting in the nursery. These assessments show a wide range of attainment and that children in all areas of learning are below what is found nationally. All children, including those with special educational needs and higher attainers, make good progress. Provision for children with special educational needs is very good in the Foundation Stage. When they enter the reception class, their overall levels of attainment are still below those expected. Assessments carried out in the reception class show children's attainment in aspects of speaking and listening, writing, mathematics and physical development to be particularly underdeveloped. Many children also have limited knowledge and understanding of the world around them.
69. Teaching overall in the Foundation Stage is good with some very good features in the reception class. Teachers have a very good understanding of the Foundation Stage curriculum and how children learn. They teach phonics and other basic skills well. Teachers have high expectations of children and plan activities that are effectively matched to their learning needs. There is considerable emphasis placed on the development of children's personal and social skills to ensure that all children develop good attitudes to learning. Planning for all areas of the Foundation Stage except children's physical development is comprehensive. Planning meetings between teachers in the nursery and reception classes are frequent and regular and all teachers are aware of children's previous experiences. Teachers use a wide range of assessment procedures very effectively to monitor children's progress and inform their planning. Teaching assistants and the nursery nurse in all classes make a significant and very valuable contribution to children's learning. All staff work well together, and provide good role models for children. The staff manage the children very well ensuring sessions are purposeful and productive.
70. The Foundation Stage co-ordinator is a member of the schools' senior management team and is a temporary appointment covering maternity leave. She encourages all staff in the Foundation Stage to work together and a very successful team is established that lead new initiatives together. They identify areas within the overall provision, for improvement particularly with regard to the new nursery building opening shortly, ensuring that the needs of all children continue to be met.
71. Classrooms are well organised despite the reorganising that has had to take place whilst awaiting the opening of the new nursery building. All staff are working together well to ensure that any disruption to the children is kept to an absolute minimum. Gathering times are the most difficult for the teacher in the nursery as children in the Reception classes use the nursery area as a corridor and there is constant noise from those using the hall. All classes have plenty of quality resources and most areas of learning are featured in all. The secure outdoor play area is used well by the nursery but outdoor play is not planned for, in the reception classes as a daily event. The teachers have rightly identified this as an area of further development that requires immediate action. There is an effective induction programme for both children and parents of children in the nursery

and reception classes. This includes adequate information for parents about the Foundation Stage curriculum and the activities their children will be involved in. This enables parents to support their children's learning further at home. Parents receive good quality information about their child's progress on a very regular basis and many parents work on a weekly basis in the school. The temporary building arrangements for the nursery, restricts the access reception class children have to sand and water play in the morning sessions.

Personal, social and emotional development

72. Many children have very immature skills in this area of learning when they start in the nursery. Children's skills develop quickly because teaching is good. Activities in the nursery and reception classes encourage children to co-operate, negotiate and talk purposefully to their teachers and each other. For example in the nursery, children learn to share equipment when playing with the train set and in taking turns in using the computer. Children in the reception class are able to share books and find information from the pictures together. Skilful questioning by all staff ensures that children learn new vocabulary in a wide range of situations. By the end of their time in the reception class most children behave well, understand that others have needs and work hard. They take turns, share and concentrate for extended periods of time. Activities and daily routines, including snack and tidy up time, encourage children to become sociable, confident and independent learners. They are quickly learning to select, access and put away the equipment they use. Children often make their own decisions about what to do next. They are keen learners who are enthusiastic about all activities and are happy working together. By the end of their time in the reception class most children have attained the levels expected in this area of learning and progress is good.

Communication, language and literacy

73. Children's attainment in this area of learning is variable. Most children reach the expected goals by the time they leave the reception class and a few children exceed them. When they enter the nursery many children have a limited vocabulary and their ability to talk in sentences is well below that expected for their age. Although children are keen to respond to questions, many words are indistinct and children are not confident in speaking aloud. One child playing in the cold area is not able to articulate the word snowman although she knew that the man had been made, from snow. Most make good progress and by the end of their reception year, they talk confidently in a range of situations. Teaching in this area is often good. It is an active process involving play, experimentation and practice. Teaching and learning activities capture children's interest, relate to their experiences and enrich their imagination. The activities are organised to take account of the needs of all children, including those whose ability is higher or lower than the average expected. They answer questions about their shared stories clearly and with understanding. For example, while listening to the story of 'Handa's Surprise' the teacher's questions encourage the children to think carefully and focus on the story. This extends their learning about descriptive text. Children then attempt to write simple sentences to describe aspects of the story encouraged by the adult helpers in the room to use the writing strategy displayed on all desks. The more able children write a sentence with identifiable letters, words and finger spaces. All children are able to make some marks on paper and able to tell an adult what it is they have written. The children all know that tasks need to be completed.
74. In the nursery and reception classes, children have access to pencil and papers in many activities. The nursery nurse encourages her group to record something in print after being involved in a water activity and talking about floating and sinking. The oldest child is able to write the number three and the youngest makes a mark on the paper and tells

the nursery nurse this is a stone. Children learn that writing is a way of communicating and by the end of the reception year, most children are able to write simple sentences and know about full stops and capital letters and achieve the expected levels.

75. Children enjoy listening to stories and in the nursery and reception classes every opportunity is taken to link letters with initial sounds. Children know how to handle books and quickly learn how a book is organised. Some children understand that authors write books and that the title of the book is on the front cover of the book. Reading and writing skills are slightly better than their oral skills and children make good progress in these areas. By the end of their reception year many children confidently read simple texts and talk about stories that are well known to them. Most achieve the expected level in reading and writing.

Mathematical development

76. Many children on entry to the nursery are unable to count and recognise numbers. Effective teaching ensures that children are provided with a wide range of practical activities to support their learning. All children make good progress, and by the end of their reception year most children achieve the expected levels and a minority exceed them. The work planned covers all areas of mathematical development and the children become fully engaged in all the activities provided. In the nursery and the reception classes at registration, children count how many children are present each day. The nursery nurse when working with a group of children persuades each child to point to the teddy in the boat as they count together up to six. In the reception classes, they learn to count beyond ten and to add one more and take one away, when using a number line. Children learn about numbers through songs and rhymes and daily practical activities such as 'snack time'. Interactive displays encourage children to sort and order by size. They understand pattern and are able to name most colours. This is reinforced in a bead threading activity. Children are able to consolidate their number work by choosing to work on a number program on the computer.
77. In the reception classes, children are introduced to 'longer than and shorter than'. They quickly get into pairs to draw around their feet. They are keen to compare the cut out shape with their 'real' foot size and are able to discuss with their partner who has the longest and shortest foot. Teaching constantly challenges children to use the correct mathematical language. Children are encouraged to talk about two and three-dimensional shapes and are reminded of their properties. An area in the classroom is available for children to choose and build models with these shapes.

Knowledge and understanding of the world

78. Teaching is good in this area of learning because lessons are planned well to capture children's imagination and resources are used effectively. Children are enthusiastic about their tasks and can maintain their concentration. They make good progress. In the nursery when playing with water, children carefully fill containers so that they do not overflow. Children work alone and in pairs investigating how many containers the jug will fill and talk about whether the jug is empty or full. In the sand children draw shapes and make roads linking learning with the previous days sound work. One child, when roads are discussed, talks about the lollipop lady and what she does at work.
79. In the reception class a group of children make model elephants from clay and are keen to tell you why theirs is good. They know in order to get results you need to concentrate. Children talk together about the rain forest and know that it is hot there. They are able to talk about some of the animals that you find in the rain forest. The big book text during the week had been chosen to link with the hot/cold topic. Children talk about tropical

fruits such as mango, passion fruit and guava. In a later session, children are able to taste some of the fruits they talked about in the book. Hand lens are available in classrooms to investigate a variety of materials such as shells, bark, pinecones and leaves. Children throughout the Foundation Stage build and construct with a wide range of construction materials. They select resources, assemble, and join materials in a variety of ways to make models from found objects.

80. Children have regular access to computers and listening centres in the nursery and reception classes. Most children confidently use the computer mouse and children in the reception classes know how to use simple operations such as using the fill function on the colours program. Many are able to select colours displayed on the screen. Teachers keep records of what children have experienced and achieved on the computer.
81. Good use is made of celebrations to learn about other cultures such as Diwali. The school also is involved in themes that promote cultural tradition such as Japan day, Africa day and Indian dancing. The many photographs available demonstrate how children are involved in these days. Most children at the end of the reception year will achieve the expected goals and a small minority will exceed them.

Physical development

82. Teaching is good and fully supports children's learning in this area. Most children reach the expected goals by the end of the reception year and all children make good progress. The secure area adjoining the nursery is well used and planned activities take place daily. These include experiences with balloons, bubbles, ribbons, the use of ride on toys and ring/singing games. The new nursery will include a covered area so that outdoor activity can take place even when weather is wet. The nursery team have further plans to increase the range of opportunities available to children.
83. The reception classes do not have planned outdoor sessions daily and the potential for learning in this environment is under exploited. Teachers are keen to address this issue and see the opening of the nursery building as an ideal opportunity to reassess the needs of all Foundation Stage children. Children in the reception classes have regular sessions in the school hall to support their physical development. Children are encouraged to use the equipment, to take turns and to negotiate and co-operate with each other. Throughout the Foundation Stage children use a range of drawing, writing, painting and printing equipment with increasing dexterity. Children can effectively control scissors to cut out shapes, manipulate play dough and use glue sticks. They show appropriate skill for their age when playing with small and large construction equipment.

Creative development

84. On entry to the nursery many children have skills in this area of learning that are below those expected for their age. All children make good progress because teachers clearly identify what children need to learn and organise a stimulating range of activities to support them. There are close links made with the other areas of learning so that children in both nursery and reception receive a rich programme of activities. There is good provision for children to explore sound and free exploration in music corners. Children are encouraged to listen to music in the reception class when they eat their snack and this has a calming effect on the class as a whole. Children enjoy painting and using clay, dough and scrap materials to make models. Good use is made of role-play to allow children to express their own ideas and feelings and develop their imaginative play. Attractive displays reflect the broad range of activity and helps, to stimulate further

learning. By the end of the reception year the planned activities enable most children to reach the expected levels.

ENGLISH

85. Improvement in English since the last inspection has been very good. Standards for the school overall have risen at a rate above that of the national trend of improvement. The school's emphasis on raising standards in English, including a specific focus on writing and raising boys attainment, has had a significant and measurable effect on improving standards overall.
86. The results of the 2002 National Curriculum tests for pupils in Year 2 were below the national average, and the average for similar schools in reading and writing. The improvement in the standard of reading has been gradual but consistent, with a significant proportion of pupils now attaining higher levels. In writing test results, improvement has been significant and standards overall are very close to the national average. Although the proportion of pupils attaining the higher levels in writing remains small, the school's focus on writing has had a positive, measurable effect on the overall standards attained by pupils. Although variable year on year, there is no significant difference between the attainment of boys and girls.
87. Results attained by pupils in Year 6 in the 2002 National Curriculum tests were in line with the national average, and below average when compared to similar schools. However, the rate of improvement in standards over the last three years has been above that of the national trend. In addition, when compared to their attainment at Year 2, pupils make above average improvement by the time they are in Year 6. As with pupils' in Year 2, the overall attainment of boys and girls varies from year to year. However, over time the difference has reduced and the attainment of boys is now very close to that of girls.
88. Since the last inspection the school has rightly concentrated on devoting a significant proportion of time to improving standards in English. A structured and systematic approach to the teaching of reading, writing, spelling and handwriting has resulted in improving standards throughout the school. Inspection findings confirm that standards for pupils throughout the school are average overall in these aspects of English. There are some variations between and within year groups, which reflect the number of boys and girls, and pupils with special educational needs in each group. The effective support for pupils with special educational needs throughout the school ensures that these pupils achieve well in lessons and over time. This is also true of pupils with English as an additional language. The achievement of pupils in Years 1 and 2 is satisfactory overall, and in Years 3 to 6 it is consistently good. The setting of pupils according to their ability, and the use of additional national support strategies contributes well to pupils' achievement in lessons and overall good progress.
89. When pupils enter the school in nursery and reception there is a wide range in their speaking and listening abilities, and overall they are below those expected nationally. Throughout the school pupils listening skills develop well, but the standard of speaking of a significant number of pupils remains below that expected. Planned opportunities in lessons for pupils to develop speaking skills to support their learning in English and other subjects of the curriculum are inconsistent and not focused on improving this aspect of pupils learning. In the most successful lessons teachers regularly encourage pupils to discuss and give spoken responses to questions. However, these are not always fully pursued. This was evident in a number of lessons, where pupils were not encouraged to work collaboratively or to report their findings to the rest of the class. For example; during a history lesson pupils' worked alone to record the impact of the coming of the railways in their locality. The opportunity for pupils to work together and present their

findings orally to the rest of the class was missed. Pupils throughout the school listen attentively when others are talking.

90. Overall, pupils' standards in reading are average throughout the school. Pupils read regularly in school. The structured approach to the teaching of reading, and the support pupils receive from both teachers and teaching assistants ensures that most pupils develop positive attitudes towards reading. As a result most pupils, including those with special educational needs make good progress in relation to their prior attainment. Pupils' progress is assessed regularly, and changes to the teaching or support they receive in school are made as necessary. They confidently use a range of strategies when reading unfamiliar text and enjoy reading a range of fiction and non-fiction texts. A few pupils are able to talk about their favourite authors. They confidently read out loud together in lessons, both together and as individuals. Most pupils read regularly at home to their parents or other members of their family. The school has established within pupils an enthusiasm for reading, which is reflected in the high percentage of pupils who read every day. Very few pupils belong to local libraries. The school library has recently been restocked, and book corners are evident in classrooms. Despite this investment, gaps remain in the numbers, and range of books to support some areas of the curriculum, and those specifically written and presented to interest younger pupils. Computers housed within the library provide an additional valuable resource, although these are used infrequently by pupils for independent research, outside designated sessions. Pupils visit the library on a regular basis and are taught the necessary skills, such as knowledge of the book classification system, to enable them to locate information to support their learning. However, planned opportunities for pupils to use these skills are not sufficiently pursued in lessons, and as a result, the library, as a valuable resource is underused. Despite the efforts of the pupil librarians and English co-ordinator the library is not as an inviting a place as it might be. It is often untidy, and books, particularly those for younger pupils are not displayed or organised to ensure they capture the interest of pupils, or are easily accessible.
91. Developing pupils' writing skills has been a focus for the school. Standards of writing by the end of Year 2 and Year 6 are average overall. Pupils often achieve well in relation to their prior attainment when they entered the school, as a result of the well-targeted support they receive. Pupils learn about the different forms of writing and use their knowledge and skills well when writing for different purposes. Year 2 pupils demonstrate a secure understanding of how to write a good story, and Year 4 pupils confidently use metaphors and similes when writing poetry. For example under the title "Moon Poems" they write lines such as:
- "The half moon is a banana in a black bowl...."
- "The moon dances like a hundred lights on a Christmas tree...."
92. By the end of Year 6 most pupils have a good understanding of the use of standard English and how it varies in different forms of writing. They set their work out well and make increasing use of paragraphs and complex sentences. A uniform approach to the teaching of handwriting and spelling ensures that throughout the school pupils form letters correctly, develop a joined fluent script and spell common words accurately. Presentation in exercise books in English and other subjects is neat, tidy and well ordered. Pupils increasingly use the skills of planning and drafting their work to improve it in a logical and systematic way. The attention given to the basic skills of handwriting, spelling, punctuation and drafting contributes significantly to the raising of standards because pupils are able to organise their thinking and communicate ideas successfully.
93. The skills developed in literacy lessons enable pupils to understand the different styles and purposes of writing. In subjects where links to literacy are planned for, pupils gain

valuable opportunities to practice and refine their skills. Reports, instructions and diagrams are regular features in pupils' work in other subjects. However, the teaching of literacy skills through other subjects has not been fully explored, for example; the opportunities provided for pupils to complete longer pieces of writing, or develop their speaking skills.

94. Pupils' attitudes to all aspects of English are good and they behave well in lessons. They persevere with tasks and produce work of a good standard in terms of quality and quantity. Pupils take pride in their work and appreciate the efforts of their classmates. This mature approach was demonstrated very well in a Year 4 class where pupils read and commented on each other's imaginative sentences. In lessons where pupils are asked to work together they demonstrate high levels of co-operation, are productive and learn a lot from each other. Opportunities for pupils to work in this way are sometimes missed.
95. The introduction of the National Literacy Strategy has had a positive effect on standards. This is because teachers identify and focus on the specific steps in learning necessary for pupils to develop their skills and understanding in all aspects of English. Teachers are very clear about what they want pupils to learn in lessons and share these objectives with their classes. Targets are set for pupils to show what they must do to improve. These strategies have been effective in improving the quality of teaching and pupils' learning overall.
96. The quality of teaching in Years 1 and 2 is satisfactory overall with some good and occasionally very good features. In Years 3 to 6 teaching is good overall with very good features. The teaching of basic skills is good overall, although in the lessons seen the strategies used in Years 3 to 6 were commonly more effective than in Years 1 and 2. This generally good quality of teaching has a direct impact on pupils' learning. In the best lessons pupils are clear about what they are going to learn and understand fully the tasks set. Additionally teachers' expectations are high but realistic, each part of the lesson is kept to time, activities motivate pupils and teachers use a variety of teaching methods. This has been particularly effective in improving the attainment of boys. Where the teaching methods used are limited, and the tasks set are less well matched to pupils' age or ability, lessons are not as successful as they might be. This is particularly true of the teaching of speaking skills where little use is made of methods such as role-play and drama. Teachers make effective use of ICT to support their teaching and pupils' learning. Teachers are skilled at asking questions to assess pupils' knowledge and understanding of past and present learning. Teachers' marking is good, providing pupils with a clear indication of what they have done well and need to improve. Teaching assistants are skilled and make a good contribution to pupils' learning in lessons and during small group support work.
97. The English co-ordinator provides very strong leadership and management of the subject. She has successfully guided the improvements made and is clear about what needs to be done to continue to improve standards. The regular analysis of test results and teacher's assessments, and the monitoring of planning, teaching and pupils' work provides her with the information she needs to provide effective support for teachers. The quality and quantity of resources are sufficient and used well to support pupils' learning.

MATHEMATICS

98. The results of the national tests in 2002 showed that standards were in line with the national average at the end of Year 2 and above the national average at the end of Year 6. The percentage of pupils attaining the higher Levels 3 and 5 at Year 2 and Year 6

respectively was below the national average. However in comparison with their prior attainment in Year 2, Year 6 pupils achieved very well. The findings of this inspection are that standards in mathematics are broadly in line with the levels expected nationally. This reflects the school's own projections which are based on the close monitoring of the pupils' individual progress. Such results will correspond with the school's targets and show clearly considerable added value. Many pupils enter school in the nursery with levels of attainment, which are below the average, their mathematical skills are below those expected and in many children they are underdeveloped. The progress made by pupils throughout the school is good, but as in the last inspection, pupils' attainment in number is stronger than in the other areas of mathematics. Those pupils who have special educational needs make good progress towards meeting their individual targets, supported well by informed, skilled teaching assistants.

99. The school's effective implementation of the National Numeracy Strategy has had a positive impact upon pupils' computation and mental calculation skills and attainment in these aspects is good. Its format is well established and understood by the teachers. Dynamic, challenging mental activities feature as the introduction to most lessons. Pupils enjoy these activities; they respond enthusiastically, and become more confident and proficient at making rapid calculations. For example pupils in Year 1 are challenged to make up 10 from a number given by the teacher. They are so proficient and speedy that the teacher awards a class reward point. Year 4 pupils show accuracy and speed and use a variety of calculation methods when adding three one and two digit numbers. The upper set in Year 6 are very eager to take on 'Miss Maclintock's challenge' using the inverse operation to calculate algebra loop cards. The additional stimulus of beating their previous time adds much excitement and is most effective in encouraging rapid calculations. The class teacher takes the opportunity to reinforce the use of the inverse process and suggests remembering number pairs as a helpful strategy.
100. The school has focused on raising attainment in mathematics and the concentration on number and algebra, space, shape and measure has raised standards. However standards in other aspects of mathematics have not advanced as much. There is some use of mathematics across the curriculum including the presentation of time lines and dates in history. Year 3 pupils use an interactive white board effectively when helping to create a bar chart of sandwich preferences in a food technology lesson. Analysis of Year 5 work shows pupils creating bar graphs from tally charts and drawing line graphs comparing the effect of heat on water temperature over time. There is some other evidence of data handling input, but inspection evidence indicates that throughout the school the practice of using and applying mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge and skills in extended investigations in different subjects is limited.
101. Many Year 1 pupils are secure in ordering numbers to 20. The majority of pupils can count forwards and backwards to 10 and a few more able pupils are confident with numbers up to 100. Most understand the terms more and less, and some pupils confidently add two numbers by holding the greatest and counting on. In mental and oral practice activities many pupils confidently use number bonds to 10. Pupils mentally add single digit numbers accurately and can recognize the hidden number in a sequence such as $3 + ? = 10$. In one lesson pupils discussed rectangles, cuboids and cones with confidence. Most Year 2 pupils understand the difference between odd and even and more than or less than. They are beginning to use partitioning as a strategy for adding. In one lesson pupils confidently added on in 10s to 200. A few had some problem with moving from 90 to 100 to 110 opting to jump from 100 to 200! Analysis of work indicates that pupils understand the difference between lighter than and heavier than and can equate digital to analogue clock faces.

102. Pupils in Years 3 to 6 build upon the knowledge and understanding gained earlier. The organisation of the National Numeracy Strategy ensures that they are systematically developing their skills in multiplication, division, addition and subtraction. Pupils in Year 3 show sound understanding of partitioning numbers, and skill in using the process in different situations. They recognise the relationship between simple fractions such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$ and can name correctly a range of 2D shapes. Year 4 pupils demonstrate good attainment when using the formula $L \times W$ to calculate the areas of a rectangles and using their results in an every day problem solving situation. Year 5 pupils adopt a number of appropriate strategies to solve simple number problems. They are able to determine the decimal and percentage equivalents of fractions and calculate the perimeters and areas of compound shapes. Year 6 pupils continue to develop expertise at solving word problems and in one lesson use their understanding of denominator and numerator to make accurate calculations of fractions of whole numbers, money and quantities. Analysis of pupils' work indicates that they are able to collect and display data in a number of ways however, this aspect of mathematics together with the use of information and computer technology is underdeveloped.
103. Pupils generally have very positive attitudes to their work in mathematics and their behaviour in the classroom is good overall and often very good. In whole class and group work pupils listen attentively and respond with interest and enthusiasm to questions. This is particularly so in the pacy and challenging mental arithmetic sessions at the start of lessons. Most pupils concentrate well on the tasks set for them, and they work well together. The opportunities provided for discussion and co-operative working make a good contribution to their personal development. Relationships between pupils and their teachers are very good and this has a positive impact upon response, confidence and the overall effectiveness of teaching.
104. The quality of teaching is good overall, with a significant proportion of good and very good teaching in Years 3 to 6 classes. In the lessons observed, teaching was never less than satisfactory. Teachers' knowledge and understanding of the national numeracy strategy is good, and all show confidence in their teaching. A characteristic of lessons is the thoughtful planning, with clear learning intentions based upon the national numeracy strategy. Teachers' lesson plans, which follow a common format, provide effectively for the differing needs of all pupils, and the learning intended is made clear so that pupils appreciate how well they have achieved. Pupils are confident and eager to respond to the effective questioning which focuses attention, aids understanding and extends learning. The constructive use of challenge and praise to motivate pupils are regular features of the good teaching. Teachers check pupils' understanding well before they progress in their learning, and the use of whiteboards as an aid in mental mathematics activities is most effective. Pupils engage in the mental and oral activities with obvious enthusiasm and enjoyment and teachers make the most of these sessions to provide opportunities for the practise and consolidation of mathematical skills. Teachers are very aware of the need to extend pupils' mathematical vocabulary and address this issue consistently during lessons. Very good attention is paid to encouraging pupils to explain their mathematical calculations and strategies. Whilst this focus serves to re-inforce learning, it also has a positive impact upon the development of pupils' speaking skills. The management of pupils and materials is very good. Time and resources are used well and good use is made of homework to support learning. The analysis of pupils' work indicates that teachers regularly offer critical and constructive comments, which are helpful and have a positive impact upon the good progress, made.
105. The leadership of mathematics is very good. The unusually well qualified co-ordinator also provides very good management. She is most enthusiastic and knowledgeable and has a clear vision of how she sees the subject developing. She has worked closely with the local education advisory team and is to be involved in a national initiative setting up a web site of moderated mathematical work. Alongside the headteacher and deputy

headteacher she has had opportunities to monitor teaching and regularly scrutinise pupils' work and teachers' planning. Very good procedures are in place for assessing pupils' attainment and arriving at individual targets for improvement. The co-ordinator has helped compile a detailed analysis of recent and past test results in mathematics, which is used to inform plans for improving standards. The current scheme of work for mathematics, based upon the national numeracy strategy provides for comprehensive long and medium term planning.

SCIENCE

106. The overall standard achieved by Year 2 pupils meets national expectations. By the time they are Year 6 pupils' enquiry and investigational skills are at least average for their age but their knowledge and understanding of the whole science programme of study (life processes, physical processes and materials) is above national expectations. This is an improvement from the time of the last inspection when standards in Year 6 were judged to be in line with national expectations.
107. Much of the pupils' work is practically based and inspection evidence shows that pupils make good progress in developing their recording skills. At the time of the last inspection this aspect of pupils work was under developed but since then the presentation of pupils work has improved significantly. Many pupils take such great care with their work, with carefully written explanations and labelled diagrams of the highest quality, that their books are a joy to look at. Teachers ensure that English standards are maintained and sometimes make links with the work pupils are doing in literacy as in one class when pupils practised writing explanations by writing 'in role' as Galileo explaining the movement of the Earth and the planets.
108. The management of the subject is very good. The subject leader is very knowledgeable and enthusiastic and has worked hard to encourage a practical approach to the teaching of science. Pupils in all classes carry out tests using simple materials and equipment. Evidence of this approach was observed during the inspection; Year 1 pupils were finding out the type of force needed to move different toys, Year 4 pupils tested the electrical conductivity of different materials and in Year 6 the class teacher set up an experiment to show how shadows change in relation to the position and distance of the light source. These practical experiences play an important part in promoting good learning so that all pupils including those with special educational needs make good progress during their time in school. Most of the tests and experiments carried out by the pupils are however designed by the teachers. The school recognises that it is not providing sufficient opportunities for pupils to develop independent investigational skills so that they can make their own decisions about ways to solve problems and test their own ideas.
109. The quality of teaching in the lessons observed during the inspection was either good or very good and when other inspection evidence is taken into account including an analysis of pupils' work, teachers' plans and assessments, the quality of teaching overall is judged to be good. Teachers use the time in lessons very effectively; they manage the pupils well, give them lots of praise and encouragement and have high expectations. As a result pupils are responsive, work hard and finish their work. As a result of this good teaching pupils of all abilities make good gains in their knowledge and understanding. Year 2 pupils know that different materials have different properties and uses and that some materials like chocolate can change when heated or cooled. They know that different forces are needed to move objects at different speeds or directions and they study aspects of living things such as the healthy diets needed by humans. By the time they reach Year 6 pupils are finding out about, solids liquids and gases and the

reversible and irreversible changes from one state to another by using processes such as condensation and evaporation. They know about thermal and electrical insulators and conductors and can describe reasons for changes in the pitch and loudness of sounds. They know about the major organs of the human body and why exercise and a balanced diet are important for good health. In Year 6 pupils who need extra help are included in 'booster' groups and all Year 6 pupils are encouraged to make good progress in their knowledge and understanding by a rigorous programme of revision and homework.

110. Teachers' assessments of pupils' work is very good and they are clear about the different achievements of their pupils. When introducing practical tasks teachers provide good support for those with special educational needs or those who have difficulties with the subject. Tasks are sometimes modified to enable these pupils to get started. Teachers also include additional tasks which they call 'extra for experts' and the quicker workers or higher attaining pupils enjoy tackling these activities. There are examples of higher attaining pupils being presented with different, more difficult, tasks as in one class when those pupils worked on a line graph showing the changing times of sunrise and sunset whilst the other pupils completed an explanation of day and night in relation to the movement of the Earth. This approach tends to be the exception and opportunities are missed when higher attaining pupils of all ages could be encouraged to develop their independent investigational skills by being challenged from the start with more demanding problem solving activities.

111. The learning resources are very good and well organised. Teachers use computers and other information technology very effectively to enhance pupils' learning. They use a data logger for example to test temperatures and the loudness of sound and during the inspection Year 5 pupils were using a satellite image downloaded from the Internet to study how daylight and darkness is effected by the Earth turning on its axis.

ART AND DESIGN

112. Only one art and design lesson was observed during the inspection. However, to support the judgements made, evidence was collected from a variety of sources, including teachers' planning, samples of pupils' work, photographs and talking to pupils and staff. No judgements can be made relating to improvement, as the last inspection did not report on art and design.

113. Standards for pupils' in Year 2 and Year 6 are in line with those expected nationally. All pupils, including those with special educational needs make satisfactory progress. This is also true of pupils for whom English is an additional language. Art and design makes a positive contribution to pupils' spiritual, moral, social and cultural development. The use of ICT in art is evident in aspects of pupils' work throughout the school. For example, pupils in Year 2 create their own pictures in the style of Mondrian, and recreate illustrations from a book using a computer paint program.

114. By the end of Year 2 pupils have experience of working with a range of media and materials. They draw and paint with a degree of skill that is appropriate for their age. They are encouraged to experiment with techniques and colour. For example, when provided with magazine pictures they confidently extend the pictures to indicate what happened before and after the picture was taken. They pay increasing attention to the shape and form of objects and complete pieces of work with confidence and enjoyment.

115. In Years 3 to 6 pupils continue to develop their knowledge of different drawing mediums and skills in observational drawing. Effective use is made of the school environment to provide a stimulus for pupils' work. Quick sketches made in the school's environmental

area are used to work up designs for three-dimensional sculptures. Pupils experience working with clay and use their knowledge of using colour in design to create posters. Their knowledge and understanding of art develops through the study of famous artists. For example, Year 4 pupils create well-executed line drawings in the style of Paul Klee.

116. The school's scheme of work is based on national guidelines to ensure that pupils experience a satisfactory range of art and design activities. However, opportunities are missed to use art to support pupils' learning in other curriculum areas. Whilst sketchbooks are used throughout the school their potential as a tool for pupils to use when practising their skills, generating and modifying designs and experimenting with techniques is not fully pursued. Display throughout the school is of good quality and succeeds in providing a bright and stimulating learning environment for pupils. However, the use of pupils' art work for display is not extensive and reflects the limited use made of art to support learning in other subject areas.
117. Teachers plan lessons to match the requirements of the scheme of work. The school has adequate resources to support the teaching of art, although reference materials, particularly books, are limited. In addition, the school has not fully pursued the possibilities offered by the use of visiting artists to support pupils' learning. Pupils' work is assessed with reference to the school's scheme of work. Inspection evidence indicates that teaching is satisfactory overall. Where very good teaching occurs resources are well prepared, teachers' demonstrations are very effective, pupils are encouraged to use their imagination, and successfully build on skills they have acquired in previous lessons.
118. Pupils enjoy their art activities. They behave well, work hard in lessons and are proud of their achievements. They learn to appreciate the work of others and respond positively to suggestions as to how they might improve their own work.
119. Through the schools' strategic planning process, art and design has been identified as an area for improvement. The newly appointed co-ordinator is enthusiastic and committed to raising standards of art in the school. She has completed an audit of the current provision, and produced a comprehensive action plan to bring about improvement. Integral to the plan is the commitment to work with other schools in the area to develop a high quality creative curriculum.

DESIGN AND TECHNOLOGY

120. It was only possible to observe two lessons in design and technology during the inspection due to timetabling. One of the lessons was in Year 1 and the other in Year 3. Consequently judgements are based upon the examination of a limited range of pupils' previous work, discussions with staff and pupils. It is apparent that pupils have a suitable experience of design and technology, and attainment is in line with expectations for pupils in Year 2 and Year 6.
121. The most enthusiastic co-ordinator for design and technology has been active in preparing a policy statement and a scheme of work based upon the QCA documents. Plans are in place to increase the contribution of information and computer technology to the provision of design and technology.

GEOGRAPHY

122. Three lessons were observed during the inspection, work in pupils' books and on displays were analysed and teachers' planning examined. This evidence base, which includes talking to pupils about their knowledge and understanding of geography

indicates that the quality of teaching and learning is broadly satisfactory and that standards of attainment overall are in line with national expectations.

123. The subject is taught in 'blocks' so that typically a class would have three half-term geography topics. This approach allows teachers to plan more efficiently and have longer lessons. Teachers of the same age groups usually plan together and sometimes as in the case of one lesson observed during the inspections teach together. In this particular lesson the teachers had prepared extracts from newspaper reports and diagrams which were projected onto an interactive white board in order to explain the conditions leading to a mountain avalanche. This joint planning and teaching proved effective although if the pupils had had a better knowledge of the location their understanding of the impact of the disaster would have been greater.
124. Pupils' books often contain well-presented work. Maps, diagrams and explanations are usually finished with pupils obviously taking great pride in their work; this reflects the good pace in two of the lessons observed and the high expectations of the teachers. This is not always the case however as there is a limited amount of recorded work in some of the younger pupils books indicating slower pace and productivity during lesson time. Pupils learn about geographic ideas in a variety of contexts. In Year 2 for example they gain an understanding of human and physical features of a fictional island that is based on the real Isle of Struay. In Year 4 pupils learn about the differences between their lives and those of people in an Indian village. During the inspection they were considering how they spent each day compared to an Indian girl. In Year 6 pupils' learn about the water cycle and river systems. Teachers also use the residential trip to the Isle of Wight to teach aspects of geography.
125. Some good links are made with other subjects. Teachers and pupils use information technology. In Year 5 for example pupils produced fact boxes on their computers about different mountains and a graph to show the different heights. Attention is paid to literacy standards in pupils' books and opportunities are provided for pupils to practise their speaking skills. In a Year 4 class pupils had to read information to their group and in a Year 5 class pupils had to discuss issues with their partner before offering explanations. Teachers look for these links and include them in their planning. Another example was the link with science when pupils looked at images of the Earth from space. The possibilities of including these links at the long term planning stage in order to make the most efficient use of the time available have not however been fully explored.
126. The subject coordinator is relatively new to the role. There are systems in place to evaluate lessons and the coordinator has ideas for developing the subject. Learning resources are good and pupils are taken out of school occasionally to places such as Wookey Hole and Bath. The opportunities provided in the immediate locality to enhance learning have not however been fully explored and included in subject planning.

HISTORY

127. No judgement on improvement can be made, as the last inspection did not report on history. Evidence from lessons, the sample of work, displays and talking with pupils and staff indicate that standards overall are broadly in line with those expected nationally for Year 2 pupils and Year 6 pupils. All pupils, including those with special educational need and English as an additional language make satisfactory progress. Pupils enjoy history. Their work is well presented, and in the lessons seen they behaved well, were productive and listened attentively to their teachers and each other. History makes a positive contribution to pupils' spiritual, moral, social and cultural development.

128. By Year 2, pupils use common words and phrases that relate to the passing of time. They know that some events happened a long time ago, and use words such as old and new, when placing objects in chronological order. Pupils in Year 1 use a questionnaire to gather information, when comparing their toys with those of their parents and grandparents. They use this information to develop an understanding of how toys, and the materials used to make them have changed over time. Year 2 pupils learn about significant people and events in history. They are able to order events; for example: how and why The Great Fire of London started and spread across the city. When studying the life of Florence Nightingale, pupils compare features of life in her time with those of today.
129. In Years 3 and 4 pupils continue to develop history skills of research and enquiry through the study of the Ancient Egyptians and the Tudors. Through their study of artefacts, and use of a range of information sources, pupils gain an understanding of the work of historians and archaeologists. For example, they learn about how Howard Carter discovered the tomb of the Egyptian Pharaoh Tutankhamen.
130. Pupils in Years 5 and 6 develop their skills of historical enquiry and interpretation further through their study of the Ancient Greeks, World War II and the Victorians. The use of primary source material enables pupils to learn how to compare and contrast life in the past with that of today. For example, when studying Victorian maps and census returns for their own village, pupils learned that most people living there were coal miners or worked on the land, and that their school did not exist at that time. The work of higher attaining pupils shows an ability to make connections between, and draw conclusions from, different evidence sources.
131. In the lessons seen, teaching was good. However, inspection evidence, including teachers' plans and pupils' work, indicates that teaching of history is satisfactory overall. Teachers have sufficient subject knowledge to plan lessons that ensure pupils' knowledge and skills develop satisfactorily. The school's good resources are used well in lessons and enjoyed by pupils. However, much of the work carried out by pupils is strongly teacher directed, and provision for high attaining pupils is often insufficiently challenging. For example, opportunities for pupils to carry out independent research or to work collaboratively are limited. In addition, accessing first hand experiences from people and places in the immediate locality are not fully explored. Links between history and other subjects, particularly English and ICT, are made but are not extensive. Improvements to these aspects have been identified as areas for development by the school.
132. The history co-ordinator has ensured that good quality resources have been purchased to support pupils' learning in history. The monitoring of teachers planning and of lessons has enabled the co-ordinator to provide teachers with valuable support. Pupils' work is assessed and lessons are evaluated. All of these practices provide valuable information for the co-ordinator about standards in history throughout the school, and areas requiring improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Pupils reach above average standards and achieve well. This represents very good improvement since the last inspection with the school more than keeping pace with national expectations. Pupils with special educational needs also achieve well and reach standards that are similar to other pupils.
134. The school has a scheme of work that draws heavily upon the nationally approved guidelines but has significantly developed it to ensure the subject is very well integrated

into the curriculum as a whole. This ensures information and communication technology (ICT) skills are well used in most other subjects and developed and practised across the curriculum. Overall, teachers' knowledge and understanding are good. The subject is a strength in the development of the curriculum.

135. Year 2 pupils are introduced to modelling and use graphics programmes. Pupils use a software programme that permits them to create 'Anytown' which helps develop pupils' understanding of the environment. They use a graphics package to create imaginative, good quality artwork in the style of Mondrian. They use word processing not only for simple stories but also to record work such as controlling the directions of a 'Roamer'² and the direction the arrow needs to go in order to get from one point to another. Good links are made to mathematics using the computers graphing ability and also to support history, through the Internet.
136. Pupils at Year 6 are very skilled in using search engines³ to search the World Wide Web (Internet) for information to support a range of subjects such as their work on Volcanoes and famous Victorians in Victorian Britain. Pupils produced a newsletter, 'Peasedown News' which contains information regarding the plans for the playground. They used the Internet to import pictures so that they had a published paper. Year 3 pupils created a newsletter which contains fables written by the pupils themselves, thus extending their links with literacy. This work gives good support to literacy through the development of reviewing, editing and communicating their findings to others. They use spreadsheets to analyse shopping habits and costs and then refine the original questionnaire to improve the quality of the data collected. They use multimedia-authoring well to present their ideas with climate graphs. They use sensors and a digital microscope to support work in science and design and technology for developing lighthouses. The pupils use a data logger to monitor the environment producing temperature charts from the information.
137. The quality of teaching throughout the school in ICT is good. The review of pupils' work and talking to pupils and teachers, confirm that judgement. The main strengths are the very good planning of the curriculum which ensures skills are systematically developed year on year and the very good cross curricular links enabling skills to be taught and applied across a range of contexts. Others strengths are the innovative and challenging nature of the work, the enthusiasm and involvement of pupils generated by the teachers, the inclusive nature of all tasks exploiting opportunities to use information and communication technology. The good teaching is rewarded well by the achievement of the pupils and the very positive attitudes of the pupils to the subject. The teaching is also supported by very good assessment procedures that see each pupil with their own portfolio and being assessed after each unit.
138. The school makes excellent use of the satisfactory accommodation and very good resources. The school has two computer suites one of which is deliberately part of the school library. Leadership of the subject is very good. The subject is co-ordinated by three members of staff. These three are very knowledgeable, creative and thorough and inspire other staff and pupils to reach a high level of skill. The co-ordinators provide a teamwork approach and ensure that all aspects of the curriculum are covered and that staff are supported well. The analysis of the assessment data last year identified the percentage of pupils achieving specific skills. This year the percentage of pupils has increased. The coordinators offer very good support to ensure teachers' knowledge, understanding and skills are suitable for implementing the planned work for the subject. This combined with the direct specialist teaching to all classes is having a direct impact on the high standards achieved. Assessment is systematic and informs modifications

² A 'Roamer' is a programmable 'toy' to which pupils give instructions to move around the floor.

³ A search engine is a computer program to enable pupils to search the World Wide Web effectively

of the ICT curriculum and the cross curricular links as well as identifying the progress of individual pupils.

MUSIC

139. There was limited opportunity to observe lessons during the inspection. Lessons were seen in Year 1, 3 and 4. However, observations of assemblies, scrutiny of schemes of work and teacher's planning, analysis of timetables for peripatetic music teachers, classroom music displays and discussions with pupils were also taken into account. By the end of Years 2 and 6, pupils attain standards expected for their age and enjoy their music making activities.
140. A wide range of tuition is offered by visiting specialist teachers that includes lessons in trumpet, flute, clarinet, piano, keyboard and recorder. The school has its own orchestra that all pupils in Years 3 to 6 are encouraged to join as an after school activity. This takes place on a regular basis each Thursday after school and is advertised in the school's newsletter to parents. There is no significant difference between the attainment of boys and girls. Pupils of all abilities and backgrounds are fully involved in lessons and the good relationships between the teachers and pupils ensures that even the most self-conscious and shy pupils are included and helped to participate fully. More able pupils, especially those who learn to play a musical instrument are, also appropriately challenged during lessons.
141. In Year 1, pupils are introduced to musical language and are able to demonstrate the difference between pulse and rhythm using familiar songs and tunes. Most pupils are able to identify pulse in music and repeat short rhythmic phrases confidently. In Year 3, teaching builds on what pupils have learnt about a sense of pulse. They learn about rhythmic patterns and how rhythms can be described through rhythmic symbols (notation). In Year 4, pupils explore how sounds can describe the mood stimulated by a picture. They learn how to work together as a group and carefully choose, combine and control the sounds made by a variety of percussion instruments.
142. Pupils sing well together in assembly showing good control of pitch, dynamics and rhythm. They read songs competently when displayed on the wall and enjoy singing together as a school. The content of the songs interests all pupils.
143. The teaching of music in the school is good. Lessons are planned carefully with clear learning objectives and link well with the current scheme of work. Pupils are managed firmly but kindly. Plenty of good quality resources are used and organised during lessons. This ensures that pupils behave well, listen carefully and are alert. In all three lessons observed, a good balance was achieved between explanation, demonstration and practical application. This ensured that pupils were motivated to learn, were fully engaged in their tasks and made satisfactory progress.
144. The co-ordinator is new to the role and very enthusiastic. A music development plan for 2002 - 2003 has been prepared to ensure music receives a firm place in the school's curriculum. The next steps in developing the music curriculum are clearly identified. The audit has rightly shown the need to monitor planning and teaching of music throughout the school, particularly of ongoing skills. All teaching staff receive regular updates in music from the co-ordinator. There are good links with the county Music Service who provide live performances for pupils.
145. The school has a good range of musical resources that are carefully catalogued by the co-ordinator. They include tuned and untuned instruments and unusual instruments from other countries. CDs, tapes, songbooks, musicals and a variety of different

schemes of work are available to teachers. Some software is available for use with Years 3 and 4 as well as recording microphones and keyboards that can be used with the computer.

PHYSICAL EDUCATION

146. Overall standards are broadly average at the end of Years 2 and 6 and pupils receive their full entitlement. There is no difference in standards between boys and girls.
147. Most pupils are aware that there is a need to change when engaged in physical activity, that a warm up is necessary at the start of the lesson that the heart rate is raised during physical activity, and that jewellery needs to be removed for safety reasons.
148. At Years 1 and 2, teachers encourage pupils to use all the space available to them and to join two actions together making a simple sequence. However, there are missed opportunities to improve joining actions together after listening to the opinions of others. The work is of a similar quality in Years 3 to 6 and although teachers encourage pupils to demonstrate their actions, it does not challenge them enough. A common weakness is that the pupils are not consistently encouraged to pay attention to detail.
149. Pupils know that the heart rate is raised because the heart is working hard to pump blood around the body. All pupils make satisfactory progress. Lessons are well structured and pupils learn to follow instructions and do what is requested of them, but the pace of the lesson is slow. Pupils queue for a long time beside a mat waiting for their turn. Despite this pupils are well behaved, have a keen interest and listen attentively to the teacher. Some pupils demonstrate their actions for each other but little time is given for them to improve further.
150. The teaching of physical education in the school is satisfactory. Teachers plan their lessons carefully and use resources well to enhance the pupils learning experiences. Pupils are well managed but teachers miss opportunities to develop technique in improving pupils' skills. Teaching fails to engender excitement and a real, keen interest in the subject. Teaching tends to consolidate skills already mastered rather than moving on to new learning.
151. The co-ordinator is new to the role and is keen to address some of the shortcomings in the subject. The curriculum content needs some adjusting and physical education is rightly placed on the school development plan for the coming year. The co-ordinator indicates and inspection evidence agrees that the policy statement needs updating. Teachers are unclear about what needs to be taught when and in what detail. They are unsure how to build on prior experience and develop skills in a systematic way as they move through the school. Consequently, pupils' skills do not always improve at the expected rate. The co-ordinator is keen for all new staff to receive training in using the school's scheme of work.
152. The school provides a good range of extra-curricular clubs throughout the year for many pupils and teams are made-up when an event arises that needs a team response. However, the co-ordinator has rightly identified after school clubs as an area for further development.
153. Some pupils have recently had the opportunity to be involved in a local swimming gala for the first time. Both teaching staff and specialist coaches lead the clubs after school and some do have a small charge, notably cycling and tennis. Swimming is provided free of charge to pupils in the school at Years 3 to 6.

154. Assessment of physical education has not been addressed and is highlighted in the physical education action plan for 2002 – 2003 produced by the co-ordinator as an area that needs further work. The school is well resourced and has good quality equipment. It has a full size hall and large grounds.

RELIGIOUS EDUCATION

155. During the inspection it was only possible to see one lesson in Years 1 and 2 and one in Years 3 to 6. Therefore, judgements are based on the lessons and more on the scrutiny of pupils' work and teachers' planning, and discussions with pupils and staff. At the end of both Years 2 and 6, standards of attainment are in line with the expectations of the Locally Agreed Syllabus. Standards throughout the school have improved. It is not possible to judge improvement since the last inspection, as religious education was not reported on. However, pupils, including those with special educational needs, achieve well throughout.

156. By the end of the Year 6, pupils learn about Christian festivals, practices and celebrations and relate some of these to their own experiences of celebrating Christmas, Easter, weddings and baptisms. Year 1 pupils develop a good understanding of the life of Jesus through learning about homes at the time of Jesus, and comparing these with their own homes, themselves and friends. Year 2 pupils recognise key figures from the Old Testament, and hear stories of Noah and Moses. Effective links are made with literacy, when they enact these stories, enhancing speaking, listening and drama skills. Links with ICT are enhanced through the 'Interactive Bible'. Talking about their own 'feelings' of special places and relating these to their own experience, contributes very well to pupils' spiritual development. They gain good understanding of Christianity and become aware of Muslim culture and beliefs and Jewish culture and beliefs, when comparing, for example, the Bible the Qu'ran, a Mosque and a Church and a synagogue, as happened when Year 2 visited a working synagogue.

157. Skills, knowledge and understanding are consolidated and well extended as pupils move through the school. Pupils in Years 3 and 4 develop further the idea of 'special' and look at what it is like to be a Christian, Hindu, Muslim and Jew. They list 'things that are precious' and distinguish objects like 'money and jewels' from qualities, such as 'joy and kindness', very well, supporting spiritual development. By the end of Year 6, pupils understand that Christianity is the main religion in Britain. Through celebrating Lent and Easter, they begin to understand how important the Easter story is to Christians. In their work about 'What makes a place special?' they learn about journeys, for example, Muslim pilgrimages to Mecca. They extend the notion of pilgrimage to Christmas and link the ideas. They study Hinduism and Judaism, and develop good understanding of other cultures and beliefs, respecting that other people's faiths are important to them. They compare major religions and know they have similarities and differences, for example, special symbols, religious artefacts, festivals and sacred books. Pupils benefit from visiting a synagogue and a variety of local churches. Visits to Bristol Cathedral and other churches, make a very good contribution to spiritual and cultural development. Pupils use their information technology skills well to support the subject.

158. Teaching is judged to be satisfactory overall. Throughout the school teachers' plans show that they provide a broad and balanced religious education programme, based on secure subject knowledge. A scrutiny of pupils' work reveals resources are used effectively and that teacher' expectations of pupils are high, enabling them to make good progress over time. Effective class management and good relationships with pupils result in good efforts and attitudes. Revision builds effectively on pupils' previous learning. Teaching is effective when teachers' expectations of pupils are high, enabling

them to achieve well, for example, when in a Year 1 lesson when pupils were learning about the candle and 'light'. Teaching is less effective when pupils are not enthused and lose interest or when pace is lost and progress in learning becomes slow. 'Floor books' are a good resource and record of work, made by the pupils which reflects well the planning of the staff and the understanding of the pupils.

159. Leadership and management of the subject are good. The co-ordinator has secure subject knowledge and is developing effective links with the Personal, Social and Health Education curriculum to further promote pupils' spiritual development. She has plans to develop a portfolio of pupils' work across the school. Planning matches well to the Locally Agreed Syllabus and documentation effectively supports staff in their planning of work. Learning support assistants are briefed effectively each week. All pupils are included in all activities and have equal opportunity and access to the curriculum. Visitors such as ministers of local churches, and visits to local places of worship, as well as a visit to a Bristol synagogue enrich the curriculum. Resources are good, well organised and accessible.