

# INSPECTION REPORT

## **MANGOTSFIELD CE VC PRIMARY SCHOOL**

Emersons Green, Bristol

LEA area: South Gloucestershire

Unique reference number: 109164

Headteacher: Mr Philip Moore

Reporting inspector: Mr Christopher Gray  
21037

Dates of inspection: 23 - 26 September 2002

Inspection number: 246884

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Farm Road Emersons Green South Gloucestershire
Postcode:	BS16 7EY
Telephone number:	01454 867400
Fax number:	01454 867401
Appropriate authority:	The governing body
Name of chair of governors:	Sqn Ldr Gavin Palomeque
Date of previous inspection:	6 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21037	Christopher Gray	Registered inspector	Information and communication technology Music	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9079	Ann Moss	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23004	Christopher Taylor	Team inspector	Foundation stage Geography History	
22990	Christopher Furniss	Team inspector	Educational inclusion English as an additional language English Religious education	
21245	Bill Lowe	Team inspector	Special educational needs Art Mathematics	How well is the school led and managed?
8534	David Price	Team inspector	Design and technology Physical education Science	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	<b>27</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The character of Mangotsfield CE Controlled Primary school has changed significantly since the last inspection. Mangotsfield was once a small village with Victorian school buildings, which were found by the last inspection to be inadequate. Since then, the school has relocated in attractive new buildings about half a mile away from the original site. The school is now in a large development of new housing in Emersons Green, a suburb of Bristol. In addition, the school increased its number for admissions from 45 to 60 at the start of the present school year, and was over-subscribed in the Reception class. The school is for pupils aged four to eleven and currently has 354 pupils (192 boys and 157 girls). The increase in the standard number means that the school's roll is likely to increase to a maximum of 420 during this school year, as more new housing is completed. Children's attainment on entry to Reception has been similar to the county average in past years, though it is now rising because of recent changes in the school's catchment area.

As the school relocated, the background of the majority of pupils changed. The current Year 6 is the last to have a significant proportion of children from the village of Mangotsfield; other year groups contain pupils who come mostly from Emersons Green. Overall, pupils' socio-economic circumstances are now above national averages. Approximately 7 per cent of pupils are entitled to receive a free school meal, which is below average. Six pupils speak English as an additional language. This is 1.7 per cent of the school's pupils and is slightly higher than found in most schools. However, only one of these pupils is at the early stages of learning English. There are 70 pupils on the special needs register; at approximately 20 per cent of the school's roll, this is average. Four pupils have statements of special educational need, and, in percentage terms (1 per cent), this is also average.

A factor affecting the school's work is the number of pupils who join the school during the course of the year, in all year groups. Last year, this was eight per cent - above average. This is accounted for by the completion of new housing. The percentage of pupils who leave the school during the year was below average (two per cent).

### **HOW GOOD THE SCHOOL IS**

Mangotsfield CE Primary School is a good school where pupils behave very well and have very good attitudes to their work. They make good progress during their time in the school. The standards the oldest pupils are likely to achieve when they leave the school in Year 6 are above average in English and average in mathematics and science. The overall quality of teaching is good. The school is very well led by the headteacher and senior staff and the governors are thoroughly involved. The school gives good value for money.

#### **What the school does well**

- Pupils, including those with special educational needs, make good progress throughout their time in the school.
- Pupils' attitudes to their work and their behaviour are very good.
- Teaching is good.
- The provision for pupils to develop as individuals is very good.
- The school is very well led and managed by the headteacher, senior staff and governors.

#### **What could be improved**

- The amount of challenge given to higher attaining pupils in subjects other than English and mathematics.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1997, when there were five key issues. The first was to improve the quality of teaching at Key Stage 2. Teaching is now good across the school, though the provision for

higher attaining pupils is not as good in all subjects. The second was about marking and assessment. Teachers' marking is now better than it was and helps pupils to improve. Very good systems to track pupils' progress are in use for English and mathematics and satisfactory arrangements are made for other subjects. Next was an issue about guidance for teachers' planning, which is now firmly based on schemes of work and is a strength of the teaching. The fourth issue required the school to raise pupils' attainment in information technology. Very good progress has been made on this with the introduction of the computer suite, which all teachers use well. Lastly, the school was asked to address the inadequacies of the accommodation, which has been largely done.

In addition, standards in English, mathematics and science are rising at a rate similar to the national trend and are set to rise faster still in future years. The overall improvement since the last inspection has been good.

## 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	2000	2001	2001
English	D	D	C	D
mathematics	D	D	D	D
science	C	C	D	E

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

The table shows that in the National Curriculum tests over a year ago, pupils' performance in English was in line with the national average for all schools but below the average for similar schools. In mathematics, results were below the average for all and similar schools and in science, results were below the national average and well below that for similar schools. The composition of the group of pupils who took those tests changed significantly in that year with the addition of a number of new children who were on the special needs register, and it was pupils' performance at the higher levels which resulted in the below average scores shown in the tables. The trend in all three subjects has been upward over the last five years and the overall trend of improvement is similar to the national trend.

Detailed records of regular testing show that most pupils make good progress during their time in the school and achieve well. Teachers set ambitious targets for pupils every term, based on their past performance. Provisional results in the 2002 National Curriculum tests show some improvement at the higher level, especially in science, but national comparisons are not yet available. Targets were met in English but not in mathematics. The inspection's findings show that, by Years 2 and 6, current standards are above average in English and average in mathematics, science and all other subjects, which represents good achievement. Standards in English, mathematics, science and information technology are higher in Years 4 and 5, and future results are on course to rise faster than they have so far.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The safe, welcoming and calm atmosphere promoted by the school provides an environment that encourages the pupils to do their



	best and pupils respond well to it.
--	-------------------------------------

Behaviour, in and out of classrooms	Very good. Pupils know what is expected of them and they are mostly well self-disciplined. On the few occasions when they lapse, they respond quickly to reminders from their teachers.
Personal development and relationships	Very good. Relationships between adults and children are an important factor in children's enthusiasm for school.
Attendance	Good - above the national average.

## TEACHING AND LEARNING

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

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

A strength of the teaching in this school is its almost consistently good quality, so that pupils in all classes receive a similar education. This is achieved through hard work on the teachers' part and by regular and frequent checking on standards by senior management. Teachers plan their work well and explain in every lesson what the pupils are going to learn and why. They then use this information as a yardstick for pupils to be able to judge the extent of their own learning. The use of termly targets also helps pupils to know how well they are doing and where they need to improve. Teachers are considerate towards their pupils, who trust them in return, and this is an important ingredient in the good learning which takes place in most lessons. The teaching of English and mathematics is good and pupils have opportunities in many other lessons for using their literacy and numeracy skills. Pupils with special educational needs are given good support by teachers and assistants and make good progress towards their targets. Almost all the pupils for whom English is an additional language are fluent English speakers, but, where this is not so, pupils are helped well to make good progress. Higher attaining pupils receive suitable challenge in English and mathematics lessons, but not so consistently in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches all the subjects it is required to and makes them interesting and relevant for the pupils. A good range of extra-curricular activities enhances the curriculum, especially in music.
Provision for pupils with special educational needs	Good. Pupils are given good support because the school has good provision of teachers and support staff.
Provision for pupils with English as an additional language	Effective support is given to the very few pupils who are not fluent in English and they are thus enabled to progress at a similar rate to others in their class.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school has a very positive ethos where all children are equally important and where they learn to respect one another's feelings and values.
How well the school cares	The school is a safe and secure environment, providing good care and

for its pupils	welfare for its pupils. Their progress is carefully tracked in English and mathematics to help them fulfil their potential.
----------------	---

The school works hard at fostering good relationships with parents, who have very positive views and warmly praise what the school achieves. Parents' involvement in the work of the school is very good.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear and well-informed vision for the school which is shared by senior managers. They and all the staff form a good team and work well together for the benefit of the pupils.
How well the governors fulfil their responsibilities	Governors keep themselves fully abreast of how the school is doing and are very closely involved in determining its future development.
The school's evaluation of its performance	The school is experienced in self-analysis and sets itself and its pupils relevant targets for improvement. A constant watch is maintained to make sure these targets are on course for success.
The strategic use of resources	The school has a good number of teachers and assistants and its resources for learning are satisfactory. The new buildings are handsome and provide a pleasant environment, but the amount of space they provide is already proving to be tight. The principles of best value are applied effectively.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a few parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• Behaviour in the school is good.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• There is a good, caring ethos.</li> <li>• The school is well led and managed.</li> <li>• Teaching is good.</li> <li>• Children are expected to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The activities outside lessons.</li> <li>• Closer working with the school so they might receive better information on how well their children are doing.</li> </ul>

Inspectors agree with parents' positive comments. A few parents were unhappy about the range of extra-curricular activities for the younger children, but the inspection team found that the range is good. Although staff give a great amount of their time, there is a lack of extra adult support and so these activities are restricted to the older children. The inspection team found that the school tries hard to work closely with parents and is seeking to involve those who so far have been reluctant to get involved. A small number of parents would like to see more time spent on physical education, though inspectors found that the balance of time between subjects is appropriate, given the requirement for a focus on literacy and numeracy.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

##### **National curriculum test results, trends and targets**

1. Pupils' results at the expected level (Level 2 and above) in the 2001 National Curriculum tests at the end of Key Stage 1 were above the national average in reading, well above average in writing and average in mathematics. At the higher level (Level 3), results were average in reading, above average in writing and well below average in mathematics. In science, teacher assessments show that pupils' attainment at the expected level was average and well below average at the higher level.
2. Looking at the average points score (where pupils' attainment at all levels is taken into account), results were average in reading, above average in writing and below average in mathematics, compared with all schools and with similar schools. The trend in results has been generally improving over the past five years.
3. The results at Level 3 for 2001 suggested that higher attaining pupils were not performing as well in mathematics and science as they were in English. The school recognised this and improved its provision. The provisional results of the 2002 tests show a marked increase in the percentage of Level 3s in mathematics and science, but national comparisons are not yet available.
4. Pupils' results at the expected level (Level 4 and above) in the 2001 National Curriculum tests at the end of Year 6 were above the national average in English, below average in mathematics and average in science. Results at the higher level (Level 5) were below average in English and mathematics and well below average in science. Targets set for the 2002 tests were suitably challenging; they were met in English but not in mathematics.
5. The average points score shows that results compared with all schools were average in English and below average in mathematics and science. Measured against similar schools, the results were below average in English and mathematics and well below average in science. The trend in all three subjects has been upward over the last five years and the overall trend of improvement is similar to the national trend.
6. As at Key Stage 1, the 2001 results suggest that pupils, especially higher attainers, did better in English than in mathematics or science. This is also part of the school's self analysis, and results at Level 5 improved in 2002 in mathematics and science, though national comparisons are not yet available.
7. The circumstances of the school's catchment area, with the construction over a long period of a large amount of new housing, have meant that pupils join the school all through the year, at a rate above average. The cohort of pupils who took the 2001 National Curriculum tests were joined by six new children during that year, five of whom (12 per cent of the cohort) were on the register of pupils with special educational needs.
8. These data show that standards in the school have been improving gradually since the last inspection, when they were below average in the 1997 Year 6 National Curriculum tests. This was partly a result of inconsistencies in the quality of teaching in Key Stage 2, as found by the last inspection. The school has worked hard to remedy this and teaching is now good across the school. In addition, the changed background of most of the pupils now entering the school in Reception means that standards are set to be higher still in coming years. Standards in the current Year 5, for example, are above what is expected for pupils of that age in English, mathematics and science. The current Year 6 is the last year group to have a substantial proportion of children from the former village of Mangotsfield.



9. An analysis of test data by pupils' sex shows that boys in Key Stage 2 perform significantly better than girls in English, mathematics and science. The school's analysis suggests that this is a result of low self-esteem amongst older girls, which the school is tackling through its programme of personal and social education. The school currently has no gifted or talented pupils.

### **The findings of the inspection**

10. The school has developed sophisticated methods of tracking pupils' progress in English and mathematics. This is based on optional end-of-year tests which the school uses in Years 3 to 5. The headteacher plots results on a computer spreadsheet and calculates the progress made by each pupil in terms of National Curriculum points. An analysis of this, undertaken during the inspection, shows that a substantial majority of pupils are making more than the expected progress each year. Targets are then set termly for each pupil. Furthermore, the spreadsheet is a good management tool because it is used to highlight any inconsistencies in teaching. For example, it became clear a year or so ago that progress in mathematics in one class was better than in the other class in the same year group, and changes were made in the teaching to remedy this. This can be seen in the records. This tracking has enabled the school to improve the provision for higher attaining pupils in English and mathematics, though it is not as strong in other subjects.
11. Most children have a range of skills typical for their age when they join the school, though children's attainment on entry is rising as the catchment area changes. Most children make good progress and most are on course to achieve, by the time they leave reception, the levels expected in physical development and creative development, and their personal and social development, communication, language and literacy skills, mathematical understanding and knowledge and understanding of the world are above average for their age.
12. In English, pupils' attainment is above average by Years 2 and 6. Listening and speaking skills are well developed across the school. Pupils' reading skills develop well, though the smallness of the library means they have limited experience of searching for books. However, once they have an appropriate text, their reference skills are good. Pupils make good progress in writing skills; good use is made of drafting books so that they can edit and improve their work. Punctuation is good and handwriting is generally well formed.
13. Standards in mathematics are average by Years 2 and 6, though they are higher than average in Years 4 and 5. The school has been focusing on problem solving strategies recently. Pupils use their numeracy skills well to solve number problems and are able to discuss their work and justify their answers.
14. In science, standards are average by Year 2 and 6, with evidence of higher attainment amongst younger Key Stage 2 pupils. In this subject, too, emphasis has been placed on the development of investigative skills and the record of past work shows a noticeable increase in pupils' enquiry skills and ability to record what they find independently.
15. Standards in information technology are average by Years 2 and 6, but higher in other junior classes. This is because these pupils have benefited more from the new equipment than the oldest pupils have had the chance to. Pupils experience a good spread of all strands of the subject and use computers across the curriculum, though opportunities to do so in class are restricted for some junior classes because of how resources are distributed. Pupils' attainment in religious education and the foundation subjects is in line with expectations.
16. Pupils with special educational needs make good progress overall in relation to their prior learning and abilities. They work hard to attain the standards expected by their teachers. Most achieve well in lessons and in working towards the targets set out in their individual education plans. This level of achievement is in the main thanks to a high level of classroom support from their teachers and learning support assistants. Almost all the pupils for whom English is an additional language are fluent English speakers, but, where this is not so, pupils are helped well to make good

progress.

## **Pupils' attitudes, values and personal development**

17. Pupils now have very good attitudes to school and to their learning. This improvement since the previous inspection is mainly thanks to consistently good management of pupils by all members of staff to promote high standards and personal responsibility. The school has worked very hard to instil an appreciation of learning and good attitudes among its pupils and these are reinforced by the school's very good ethos. Parents report that pupils enjoy coming to school and ensure that most arrive on time each morning. When they arrive at school they are happy and look forward to their day. Pupils are polite and cheerful and they are eager to learn. They have a positive approach to lessons and try hard to meet the expectations of their teachers. This was seen, for example, in a Year 1 numeracy lesson where pupils responded very well to very good teaching. Pupils are enthusiastic about their work and are proud to share their successes as was seen in assemblies. In a Year 6 personal, social and health education lesson, pupils were keen to participate in a mock election. These very good attitudes and enthusiasm for learning were seen in many lessons throughout the school, including in the Reception classes. The safe, welcoming and calm atmosphere promoted by the school provides an environment that encourages the pupils to do their best and pupils respond well to it. They develop very good habits of working and settle down quickly to tasks. Sustained levels of concentration were seen in many of the lessons observed during the inspection, for example in a Year 3 literacy lesson where pupils concentrated for a long period of time, even when not directly supervised.
18. Behaviour in and around school is very good, for example in assembly and when pupils are moving around the school. During the lessons, when there is a change of activities, pupils move quickly and with the minimum of fuss without wasting valuable time. The rewards and sanctions systems are well established and there is clearly no oppressive behaviour, including bullying and racism. The school has created a caring and supportive ethos in which pupils get on well together with positive racial harmony. There has been one fixed-term exclusion in the past year, and the inspection team found that the exclusion process has been used as a necessary strategy.
19. The school now has very good relationships amongst pupils and between pupils and adults. Pupils work together well and they co-operate and collaborate when necessary, as was seen in many lessons during group work. Higher and lower ability pupils work well together, readily sharing their knowledge and skills, and this raises the quality of learning of the whole class. There are common rules throughout the school which pupils understand and follow. Pupils are friendly and treat each other and adults with courtesy and respect. They play in a happy, friendly atmosphere. Children identified as having special educational need are totally integrated into all aspects of school life. Teachers are using circle time sessions to help the children to understand, for example, the necessity of developing a sense of fairness. Pupils, therefore, are developing a good understanding of the impact of their actions on others, and respect for each other's feelings, values and beliefs. They study other cultures and religions in their history and religious education lessons and this encourages the children in their personal development.
20. Pupils' personal development is very good. They readily accept responsibility by doing tasks around the school. For example, they help to set up the hall for assemblies and the older pupils help to look after the youngest pupils at lunchtimes and during wet playtimes. They collect money for charities and there are plans in hand to reconstitute the school council. Their self-esteem is regarded as important and there is an effective system of stickers and rewards to promote this.
21. Attendance levels are good, being above the national average. The school is very aware of the importance of high levels of attendance for uninterrupted access to the curriculum and follows appropriate procedures for registering pupils each day. There are clear mechanisms for following up any unexplained absences.



## HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching in the school is good overall. Teaching was very good or better in about a quarter of lessons, good in a little over half and satisfactory in about one-fifth. The amount of unsatisfactory teaching (one per cent) was negligible. This is a big improvement on the last inspection when ten per cent of teaching was unsatisfactory and teaching was unsatisfactory overall at Key Stage 2. The amount of very good or excellent teaching has almost doubled. One of the current strengths of the teaching is its consistency across the school - good teaching was observed from every teacher. Support staff and volunteer helpers make a valuable contribution to pupils' progress. They are well briefed and deployed by staff so that their support is maximised.
23. A major contribution to effective teaching is made by the quality of all teachers' planning. This is consistent in all classes and is securely based on the schemes of work which the school has adopted - a key issue at the last inspection. Lesson objectives are clearly stated and carefully explained to the pupils, whatever their age. This enables them to know why they are undertaking the work and to evaluate their own learning at the end. In one very good information technology lesson for Year 3 pupils, the teacher had made her objectives and reasons for the lesson into a Powerpoint presentation, which held the pupils' attention very well. Subject managers have a regular overview of planning to make sure that its quality and accuracy are maintained. This is important because the school has a number of young and newly trained staff and this level of monitoring ensures they receive support when needed.
24. Teaching is also good because it is effectively monitored by senior staff. Records of monitoring show that school-wide initiatives - such as the introduction of the computer suite - are evaluated by their effect on teaching and good feedback enables teachers to improve where there are insecurities and to know what their strong points are.
25. The area of classroom management and relationships between adults and pupils is another strong feature of the teaching throughout the school. There is a very good learning environment in most lessons. Pupils know what will happen if they misbehave, and they are usually well self-disciplined. When they lapse, teachers apply the agreed systems of sanctions consistently and fairly, with the result that pupils are able to learn well in most lessons. An example of good relationships between pupils and teacher was seen in an excellent lesson in personal development for Year 1. It was a 'circle time', where pupils sit in a circle for the purpose of expressing and listening to individual opinions. The children carried their chairs to the front, made a circle and sat expectantly. Quick games to shuffle them into a random seating order were played eagerly but maturely. The teacher commented, "I love the way you changed places without opening your lips". When the teacher asked them to say what a piece of music suggested to them, they had the confidence to say what they thought; others listened carefully and respectfully. The music was of the sort played by a musical box; children's ideas included "Playing in the snow", "A mobile for a baby" and "A baby dancing in his cot".
26. Another lesson gives a good example of how tight classroom management enabled pupils to make good progress. In a good music lesson for Year 6, the pupils were learning to mix contrasting rhythms in one piece of music. This involved them in sitting in a circle for a variety of short activities, leading on rapidly from one to the next. Pupils followed rhythmic patterns spoken by the teacher, they played a variety of African drums, they composed and wrote down rhythms in pairs and rehearsed them all at once. The teacher's control of the lesson was seamless - pupils knew exactly what was expected of them and any silliness was quickly and effectively checked. This enabled the lesson to move rapidly through the planned stages.
27. Improving the provision for higher attaining pupils was part of the key issue about teaching in the last report. An analysis of recent National Curriculum test results shows that the school's work in this area is bearing fruit in English and mathematics. Provision in science and the foundation subjects is not as good and is an area for development in the teaching. Part of the difficulty in foundation subjects is the assessment systems. All subjects have regular assessments and systems of recording the results. But those in the foundation subjects are not easy to use in future planning. An example of where easy-to-use data would have been helpful was seen in an

interesting design and technology lesson. Pupils were testing different methods of joining fabric before making purses in a subsequent lesson. They needed to investigate taping, sticking and sewing. However, because the records of such skills are not easy to interpret quickly, the teacher was unaware that some pupils could not sew at all whilst other could explain a back stitch.

28. Another factor in this provision is the use of worksheets. Many of the worksheets used in lessons during the inspection were appropriate and helped pupils to learn at their own rate. For example, in a good science lesson for Year 1 pupils who were investigating their senses, higher attaining pupils were asked to write in their own words what they thought they were hearing, smelling, feeling or tasting. Other pupils were given suggestions to choose from. But some of the worksheets seen in the scrutiny of work were more limiting in that pupils were often expected to make the same response, regardless of their ability. Worksheets which anticipate the length of pupils' answers tend to restrict their independence and thought, especially of higher attaining pupils.
29. Other strengths and weaknesses are related to specific subjects. Teaching in the Reception year is consistently good in both classes. The teachers and assistants work together well and have a good understanding of the needs of children of this age. The effect of their teaching is to some extent lessened by the restrictions which lack of space puts on the variety of activities which can be left set up at one time - such as a role play area or activities for creative development.
30. The teaching of English is good overall. A good feature is the use of targeted questions to challenge and extend groups or individual pupils so that they learn well. Mathematics teaching is good. The mental opening starter sessions are lively and challenging to pupils of all abilities. In science, teaching across the school is good. Teachers explain new knowledge accurately and adapt their planning carefully to include an appropriate sequence of activities with clear objectives. In all three subjects, pupils' past work contained examples of undemanding worksheets, though the activities done in the current year do not.
31. Teaching in information technology is good overall. A strength is teachers' understanding of the subject which enables them to make effective use of the new computer suite and give good support to pupils of all abilities. A minor weakness is the repetition of an introduction given in the classroom when the pupils reach the computer room, which keeps the pupils too long on the carpet.
32. Teaching in music is good overall, though it varies because of teachers' individual musical skills. The good quality of extra-curricular activities enhances music throughout the school. Except in geography, where a lack of resources means that teaching is satisfactory, teaching is good in all other subjects. This means that pupils learn at a more even pace than they did at the time of the last inspection, and standards are more firmly established.
33. Pupils with special educational needs are fully included in all lessons and taught and supported well. The good relationships that exist between staff and pupils and the effectiveness of classroom support have a positive effect on these pupils' learning. As said above, almost all the pupils for whom English is an additional language are fluent English speakers, but, where this is not so, teachers and assistants give good support to help the pupils have equal access to learning.

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

34. The school provides a good curriculum that is balanced and broadly based. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. Younger children are provided with an appropriate curriculum based on the recommended areas of learning and early learning goals for children under-five in the Foundation Stage. This ensures

that the children make a smooth transition into the next stage of the National Curriculum. The national strategies for teaching literacy and numeracy are well planned and taught. The quality and range of learning opportunities provided for the pupils are good. This is a significant improvement since the last inspection. The school has dealt very well with the key issue relating to the curriculum in the previous report. Policies and schemes of work, based on national guidelines, are now firmly in place for all subjects. Detailed planning provides secure ways for learning to be organised in progressive steps and includes support and guidance for teachers. The percentage of time allocated to each subject has been considered carefully in the light of the introduction of the literacy and numeracy strategies and overall the time allocation for all subjects is appropriate.

35. The school provides well for pupils with special educational needs and they have full access to its curriculum provision. Their needs are identified and assessed quickly and help is given through group and individual work. Some of their work is focused on the targets outlined in their individual education plans and the rest is well planned to suit their particular needs.
36. The school provides a good range of extra-curricular activities. It is involved in the local authority Out of School Hours Learning pilot project and seeks to increase the number of clubs and, where felt necessary, uses funding to buy in expert help. The school clubs, for the present term, include football, netball, recorders, dance, French and gardening. The school also runs curriculum enrichment days each term, covering arts and sports. These additional activities provide pupils with a wide variety of interesting and exciting experiences and greatly enrich the curriculum.
37. The school is very committed to the promotion of educational inclusion. This is encapsulated in its vision statement, "We are committed to developing the full potential of each child in a caring community". All pupils have equal access to the curriculum provided by the school and teachers and other adults set good examples to pupils as to how they should treat one another. Pupils with special educational needs and the very few who speak English as an additional language gain full access to all areas of the curriculum - all but one of them are fluent in English.
38. The provision for personal, social and health education and citizenship is good. Teachers have implemented the scheme of work very well and pupils are exploring many worthwhile themes such as 'The best things in life are free', understanding that people have needs and responsibilities to meet them, and how to contribute to the life of the class and the school. In a Year 4 literacy lesson, pupils were asked to think how they would have felt if they had been the victims of bombing in the Vietnam war. These strategies are particularly effective in raising pupils' awareness and promoting the tolerance and respect that is evident between pupils of different backgrounds and cultures. There are profiles of every pupil in each class to monitor their progress, and this monitoring will be formalised later this term. The school uses an appropriate sex and drugs education policy and parents are notified about when the sessions will be taught. They are able to withdraw their children if they so wish.
39. There are good links with the community that support pupils' personal development and learning. The school's parent-teacher association raises funds, which are used for the benefit of the pupils. There are some links with businesses in the area, who also provide help to the school. Pupils are involved in supporting various charities. The school takes part in the annual Mangotsfield Festival. The school is involved with the recycling consortium and is saving scrap paper. There are visits from the local fire brigade and police which enhance pupils' learning.
40. The school has very good relationships with its partner institutions. Local playgroups are encouraged to bring children to school, for short visits, during the summer term prior to entry into the reception classes. Nearer the end of term, all the children due to enter reception in September meet together for a day. There is very good liaison with local secondary schools. Young children are invited to hold a teddy bears' picnic at one secondary school. During the summer term staff from the secondary schools come into school to talk to the pupils who are moving to them in September. Pupils visit their secondary schools for induction days. Transitional units of work are being prepared by teachers to assist pupils as they move to their next stage of education. The school has a good link with a local initial teacher-training institute

and regularly welcomes students to work in the school.

41. The provision for pupils' personal, spiritual, moral, social and cultural development remains very good overall as it was at the time of the previous inspection. The provision for moral and social education is very good. It is frequently provided in the course of good personal, social and health education lessons, but it is also very evident in the very strong ethos of the school and is reflected in assemblies and the sessions for collective worship. Staff provide excellent role models and pupils are treated with respect and courtesy. Clear messages are being given to the children about how to treat people and property, and those children whose behaviour is sometimes challenging are managed skilfully. The children's behaviour is very good and they enjoy each other's company. They were seen to show their appreciation of each other's efforts by giving spontaneous applause. The older children are encouraged to help the younger ones at lunchtimes and during wet play and there is a strong emphasis throughout the school for each class to welcome and look after any new children who join the school other than at the beginning of the school year.
42. Provision for pupils' spiritual development is good. The school has a clear vision and provides a range of situations which help pupils to reflect on their own experiences and those of others, and to develop an awareness beyond the here and now. For example, after an assembly, the good input by the headteacher was drawn together and included a moment's silence in which pupils considered what they had heard. They also were very involved and excited when responding to names of characters in the story of David and Goliath when they were mentioned. In a religious education lesson, they were encouraged to think about the feelings of Mary and Joseph on having to go on a journey, and in a Year 4 literacy lesson they reflected on how it must feel to be a victim of bombing in a war. Each individual is valued. The whole school environment is clean and bright and reflects a real concern for all who work in it. Poetry, music and art play a very large part in the spiritual development of the children.
43. The provision for pupils' cultural development is also good. The school provides a range of opportunities for pupils to develop their understanding of art, music, dance and literature, and there is a very strong inclusive spirit throughout the school. The emphasis on the multi-cultural development of the pupils is less strong, although they recognise that there are other faiths present in the school. There is a French club after school and the children learn Irish dancing. The school respects all individuals and pupils are invited, rather than asked, to pray, but only if they so wish. Other faiths are studied in religious education and history lessons, but the school recognises the need to increase the range of opportunities for pupils to become more prepared for life in a multi-cultural society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. Pupils continue to be well cared for by the school, as at the last inspection. Parents and children appreciate these standards. All pupils are valued and the school's very good ethos promotes very strong racial harmony.
45. Procedures for monitoring and promoting good behaviour are very good as are those for monitoring and eliminating oppressive behaviour. The senior management team has identified the need to ensure that there is a shared understanding by all members of the teaching and support staff of the necessity to promote consistently the guidance given in the school policies. Teaching and support staff make a significant contribution to providing a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons. Good behaviour is encouraged in ways that make sense to the children. Playtimes and lunchtimes are well supervised.
46. Procedures for monitoring and supporting pupils' personal development are good. Staff keep profiles of each pupil in the classrooms as well as monitoring them informally to support their learning needs. The programme for personal, social and health education and citizenship is being taught very well, and plans are in hand for a more formalised assessment of this area. Staff know

pupils well and respond sympathetically to each child, taking good account of personal circumstances that may affect learning in the school. There is a strong emphasis on raising all pupils' self-esteem and the older girls, particularly, have responded well to this. Pupils are becoming confident in their dealings with each other and with all members of staff. Teachers give good praise and encouragement during lessons, and achievements, large and small, are celebrated. This has a positive effect on pupils' confidence and encourages them to achieve more. Circle time is being used to help pupils learn to understand about themselves and others and there are opportunities for them to take responsibility with the daily routines around the school. Older pupils help the youngest ones at lunchtime and during wet playtimes. Pupils who join the school at times other than at the beginning of the school year are very well supported by staff and pupils. The school council is about to be reconstituted.

47. There are good procedures in place for child protection with the headteacher named as the designated person in charge. There are no children currently at the school who are being 'looked after' by the local authority. Staff are receiving appropriate training to enable them to keep up to date with aspects of first aid. There is a comprehensive health and safety policy and regular risk assessments are carried out.
48. The school fully complies with the Code of Practice for Special Educational Needs and with the provisions of individual statements. It uses the support of outside agencies effectively. The school monitors the attendance of all its pupils and there is no evidence to suggest that those with special educational needs are less likely to attend than their peers.
49. The procedures for monitoring and promoting good attendance are good. Any unexplained absences or lateness are followed up rigorously. Attendance figures are entered and checked regularly and the school works closely with the education welfare officer.
50. The overall quality of assessment of pupils' achievements and the monitoring of pupils' academic progress has improved well since the last inspection and is good overall. In English and mathematics, there are particularly effective tracking and analytic systems, which are well used to set targets for, and show the needs of, groups and individuals. This information is then used to plan and develop the curriculum. In English, mathematics and science, very good use is made of assessments at the end of each unit of study in setting individual targets and to help plan lessons. In other subjects of the curriculum, there are also end of unit assessments but they are not always recorded in a way that makes it easy for staff to analyse and use them easily in planning. The assessment policy is clear and comprehensive, plainly setting out the purpose of assessment, which is seen as essential to, "ensure precise match of tasks ... to abilities ... [to] ensure effective progression." This is done very well in the core subjects of English, mathematics and science but, though it is satisfactory, it is not as effective in other subjects and this is reflected in the lack of work specifically targeted at pupils' needs.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. The school continues to work hard at fostering good relationships with parents. Parents have very positive views and warmly praise what the school achieves. They value its caring attitudes and are satisfied that their children make good progress. They believe teachers know their children well and that such secure personal relationships help pupils to want to succeed. The vast majority of parents responding to the questionnaire stated their children like school and those seen during the inspection said their children are eager to come. They say that the school expects their children to work hard and achieve their best and is helping them to become mature and responsible.
52. A few parents were unhappy about the range of extra-curricular activities for the younger children, but the inspection team found that the range was good. Although staff give a great amount of their time, there is a lack of extra adult support and so these activities have to be aimed at the older children.

53. A small minority of parents do not feel well informed about how their child is getting on, and a very few parents feel that the school does not work closely with them. The inspection team found that the school does its best to work closely with parents in their children's education, and the end of year reports to parents are satisfactory, now meeting statutory requirements. The parents like the open door policy of the headteacher and know that they can approach him at any time if they would like to discuss their child.
54. The inspection team agrees with the very positive views of the vast majority of parents (reported through questionnaires, at a meeting prior to the inspection and discussions with parents during the inspection week). It judges that the school is trying very hard to work closely with all parents and is actively trying to involve even more parents in the life of the school. Parents speak very highly of the good, informal links with the headteacher and staff. They see links as a two-way process, ensuring pupils' interests are to the fore. The quality of information provided for parents is good. They are given their children's targets at the beginning of each term. Parents appreciate the weekly newsletter they receive and they are aware that they can collect information at any time from the school office about the curriculum and topics that their children will be studying. There is a home-school agreement which parents are encouraged to sign and return to the school. There are also regular parent-teacher consultation evenings. The school prospectus and governors' annual report to parents are informative and meet statutory requirements.
55. Parents' involvement in the work of the school is very good. Some parents come in to help, for example, with reading, cooking and information technology. The Parent-Teachers' Association is a dedicated, hardworking group of people who provide valuable assistance to the school and have raised money to buy extra resources - for example, keyboards, laptop computers and stage lighting. Their role is not solely fund-raising, and they play an important part in providing a social network for all parents. There are five parent governors who make a valued contribution to school life.
56. Induction procedures for children entering the Reception classes are good. Parents are pleased at how their children settle in and enjoy school. They also like the way pupils are expected to work hard. They are particularly appreciative of the way pupils who join the school at times other than at the beginning of the school year are supported. They also like the care taken when the oldest pupils transfer to secondary school.
57. The school works hard to involve the parents of pupils with special educational needs and does what it can to draw on their knowledge of their child's particular problems - for example, with the use of pre-school interviews and regular updates during open evenings. Parents have access to a parent partnership service external to the school but many prefer to see their child's teacher and seek advice from them. Parents view the school's service for special needs pupils very positively and say they "get very good support and feel secure".

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The leadership of the headteacher is very good as is the support he receives from a highly effective senior management team and board of governors. In an atmosphere of close co-operation, mutual support and respect, the head has developed an ethos of pride in the school and a determination to drive up standards in all areas of its work. However, the school has not lost sight of the importance of the personal development of the pupils who are provided with an environment of mutual respect, support and understanding. There is a very strong commitment to achieving the school's stated aim of "... developing the full potential of each child in a caring community" and this is clearly reflected in all its work.
59. The management of the school is very good. Senior management have formulated a clear set of directions for the school that are very appropriate to its own needs and the demands of the wider world of education. This has been achieved, in part, through the adoption of a clear and relevant school development plan that sets out how the school's goals can be realised and is closely focused on the development of the pupils in all areas of their school lives. An important element

in the formulation of the school development plan is the emphasis put by senior management on the contributions made towards it by individual subject managers. There is a sense of ownership in the school's forward planning and a very high level of commitment to improvement and belief in the school's capacity to succeed.

60. The level of delegation of responsibility by the headteacher to the senior management team and subject managers is very good as is their overall contribution to the management and development of the school. The senior management team are very clear about their role and seek to strengthen further the commitment of the staff to the school's stated aims and vision through listening to what they say and celebrating achievements. They seek to identify their own strengths and those of their colleagues and develop them where possible. Where there are weaknesses these too are identified and effective action is taken to remedy them. The monitoring and evaluation of the school's overall performance and the taking of effective action are good features of the work of the managers of the school. Subject managers are given the opportunity to monitor their subjects through classroom observations and the monitoring of teaching and learning within their areas of responsibility and they use this information well to identify strengths and weaknesses in the school's overall provision. This process has been key to the improvements in the quality of teaching that have taken place since the last inspection.
61. The headteacher takes very seriously his responsibility for the professional development of the staff and there is a very good level of teacher performance management within the school. Personal targets for improvement are discussed and agreed with individual members of staff as a result of classroom observations and other input. Very detailed records are kept and form part of annual review procedures in which areas for personal development are agreed. As part of his management role, the headteacher keeps himself well informed about special educational needs provision within the school.
62. Governors are very effective in fulfilling their statutory duties and they have a very good understanding of the strengths and weaknesses of the school, but are at the same time very proud of what it has achieved. The governors play a very important role in the on-going development of the school, particularly in the raising of overall standards. Through sub-committees that are empowered to take decisions on behalf of the whole board, governors seek to support and advise the management of the school by acting in their capacity of critical friends. For example, there are discipline, performance and staff appeals panels and individual governors responsible for English, mathematics, special educational needs and information and communication technology. They keep themselves well informed through visits to the school, half-termly meetings and detailed reports from the headteacher. The progress of pupils with special educational needs is monitored effectively by the responsible governor who liaises regularly with the school's special needs manager and reports back to the full board. They are very conscious of the need to develop their own expertise further and have undertaken training in various aspects of their work.
63. Educational priorities are supported well by shrewd financial planning. The school has planned ahead carefully, ensuring that a large carry-over was available to fund the expansion to 14 classes this September. Further new housing developments are set to result in a larger roll that will cancel out this year's large overspend. The school development plan has details of appropriate spending over the next 18 months and outline proposals for the following two years. Resources, personnel and timings are identified clearly, and criteria to evaluate the impact of new developments are stated. All new developments are linked closely to the annual budget.
64. The school makes good use of resources allocated to support specific groups of pupils such as those with special educational needs. Funds from the National Grid for Learning are used to supply additional computer hardware and technical support, while money from the Standards Fund is directed appropriately towards raising the attainment of different groups of pupils through projects such as *Springboard Maths*, the *Additional Literacy Strategy* and Booster classes. The governors' finance committee monitors the school's budget closely on a monthly basis and satisfactory financial controls are in place. The principles of best value are applied effectively. The school assesses its performance in comparison with other schools and has set challenging

targets to improve its standards. It seeks the opinions of parents through questionnaires and has consulted pupils through the school council. Competitive tendering ensures that the school receives good value for money when making major spending decisions.

65. Day-to-day administration is carried out efficiently by the school secretary and her assistant. Computers are used effectively for storing pupils' personal details and assessment records, placing orders and paying invoices. All the main recommendations of the latest internal audit report have been implemented.
66. The qualifications and number of teaching staff to meet the needs of the school are good. Teachers are well matched to the subjects they teach, and to key stages. There is a rigorous programme of staff development and this is being successful in training staff in the curriculum. The school has a subject manager for each curriculum area, a staff development manager and a line manager for the learning support assistants. Induction procedures for new staff are effective and recently qualified teachers are receiving good support within school and are working effectively with their mentor teachers. Teamwork is a significant feature of the school and teachers and all support staff work closely as a team. Learning support staff receive written and verbal guidance from teachers and are therefore able to offer considerable support and contribute effectively to the quality of learning for the pupils. All administrative staff, the caretaker and the lunchtime supervisors are well deployed.
67. The new building is a significant improvement since the previous inspection, and all concerns identified in the previous report on matters of health and safety have now been resolved. The building is attractive, light, colourful and inviting, with excellent provision for the disabled. However, the classrooms are small. The school's library provision is unsatisfactory because the space is also too small. The original junior library area is now being used for the computer suite. The classrooms used by the youngest children will be very crowded when each has to accommodate 30 full-time children from October. There is no outside sheltered area for play in inclement weather for the under fives.
68. Learning resources are satisfactory overall and good for English, mathematics and information technology. However, they are unsatisfactory in geography and there is inadequate space for the storing of resources.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

69. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:

- (1) Extend the provision for higher attaining pupils in subjects other than English and mathematics by making greater use of information gained from assessment in planning activities matched to pupils' needs. †

*(Paragraphs 10, 27-8)*

*In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:*

- (2) Seek to provide a covered outside area for aspects of Reception children's structured play, in order to release more space in the classrooms.

*(Paragraph 79)*

- (3) Increase the resources for teaching and learning geography in Key Stage 2.

*(Paragraphs 112, 116)*

- (4) Give pupils more awareness of the multi-cultural nature of society.

*(Paragraph 43)*



*† denotes an issue already highlighted as a priority in the school's development plan*

*(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	102
Number of discussions with staff, governors, other adults and pupils	44

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	26	55	19	1	0	0
Percentage	1	25	54	19	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	354
Number of full-time pupils known to be eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	27	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	25
	Girls	20	20	20
	Total	44	46	45
Percentage of pupils at NC level 2 or above	School	92 (96)	96 (87)	94 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	25
	Girls	20	20	20
	Total	44	46	45
Percentage of pupils at NC level 2 or above	School	92 (93)	96 (96)	94 (100)
	National	85 (84)	89 (88)	89 (88)

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
		2001	16	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	14
	Girls	10	9	12
	Total	24	20	26
Percentage of pupils at NC level 4 or above	School	79 (74)	69 (79)	90 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	12
	Girls	11	9	11
	Total	23	22	23
Percentage of pupils at NC level 4 or above	School	79 (74)	76 (79)	79 (82)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
279	1	0
0	0	0
5	0	0
3	0	0
1	0	0
0	0	0
2	0	0
0	0	0
2	0	0
0	0	0
2	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	15
Average class size	25.3

#### **Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	238

FTE means full-time equivalent.

### **Financial information**

Financial year	2001/02
----------------	---------

	£
Total income	666,991
Total expenditure	665,719
Expenditure per pupil	1,962
Balance brought forward from previous year	53,448
Balance carried forward to next year	54,720

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	338
Number of questionnaires returned	151

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	5	0	1
My child is making good progress in school.	62	34	2	0	3
Behaviour in the school is good.	44	51	3	0	2
My child gets the right amount of work to do at home.	32	56	7	1	4
The teaching is good.	60	34	2	0	4
I am kept well informed about how my child is getting on.	39	47	10	1	3
I would feel comfortable about approaching the school with questions or a problem.	68	25	3	2	1
The school expects my child to work hard and achieve his or her best.	70	24	4	0	2
The school works closely with parents.	49	37	9	2	3
The school is well led and managed.	54	40	3	1	3
The school is helping my child become mature and responsible.	54	41	3	0	1
The school provides an interesting range of activities outside lessons.	47	34	9	5	5

### Other issues raised by parents

- A small number of parents would like to see more time spent on physical education.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

70. The school has continued to provide a good start to children's education since the previous inspection. The quality of teaching is consistently good in both reception classes. Together with a well-planned curriculum and the attractive environment of the new school, this ensures that children learn effectively in the Foundation Stage.
71. Most children join one of the two reception classes at the beginning of the school year in which they become five. Children get used to school by attending either in the mornings or in the afternoons for a few weeks before attending full-time. During the inspection, there were 60 children of reception age on roll, with 14 in each class in the mornings and 16 in each class in the afternoons. Most children have a range of skills typical for their age when they join the school, though children's attainment on entry is rising as the catchment area changes. Many have attended a nursery or pre-school playgroup and have well-developed linguistic and social skills. Most children achieve well and make good progress. Most are on course, by the time they leave reception, to achieve the levels expected in physical development and creative development. Their personal and social development, communication, language and literacy skills, mathematical understanding and knowledge and understanding of the world are set to be above average for their age.
72. Teachers have a good understanding of how young children learn. They plan together, manage the children well and provide a good range of interesting activities. As a result, children are happy and enthusiastic, concentrate well and work with interest. They play happily together both indoors and outdoors, co-operate sensibly when sharing equipment, and are well motivated. Their attitudes to learning and their behaviour are good because teachers' expectations are suitably high, lessons have clear learning objectives, and work is well matched to the needs of individual children. Teachers regularly assess children's understanding, set suitable targets and provide tasks appropriate to their development. All staff have good relationships with the children and provide them with good role models. Two traveller children are totally included in all activities and are fully integrated into the class. Children with special educational needs receive plenty of assistance both from their class teachers and from the learning support assistants, as does the child at the early stages of learning English. As a result, they make good progress. During the year, a number of volunteers provide assistance in class, and parents help to develop children's learning effectively at home by reading with them, playing number games and by encouraging speaking and observational skills.

### **Personal, social and emotional development**

73. Teachers are effective in developing children's social skills. Children enter the classrooms confidently in the mornings, put their book bags in the correct place and remove and hang up their own coats. They sit on the carpet and wait quietly for the session to begin. They quickly learn to put their hands up to answer questions and know how to take turns when sharing resources. In one lesson, children took turns to shovel sand into a hopper and then released it to turn a wheel. Two children played happily together guiding model cars around the roads on a mat, while another pair co-operated sensibly, turning the cogs and wheels on a model they had made with a construction toy. Children taste new foods sensibly and sit quietly while they drink their milk. At the end of the session, most put their coats on unaided. Teachers encourage children to be thoughtful and to look after each other. Consequently, children make good progress in developing social skills and their level of personal, social and emotional development is likely to exceed what is typical by the end of the reception year.

### **Communication, Language and Literacy**

74. Teaching of language and literacy is good in both reception classes. Most children have speech



and language skills typical for their age when they join the school. Teachers and learning support assistants constantly talk to the children to widen their vocabulary. They ask open-ended questions to develop children's fluency and confidence. Children are often encouraged to explain the activities they are doing, and to discuss the books they are reading in class. In one lesson, children spoke out confidently about what they had done over the weekend. Children look at the pictures in nursery rhyme books, and many can recite several nursery rhymes confidently on their own. There is not enough use of role-play activities, however, to encourage children's language development, as both classrooms are too small to have activity areas permanently set aside - for example, as a shop, an airport or a travel agent's. Nevertheless, children make good progress, and their language development is likely to be better than that usually found by the end of the reception year.

75. Children listen to stories enthusiastically, and enjoy looking at books. In one lesson, children enjoyed listening to a story about *The Tiger Who Came to Tea*. They listened carefully, followed the illustrations and the text well, and talked keenly about the characters in the story. Children receive appropriate guidance when choosing reading books to take home regularly to share the stories with their parents and other adults. The home-school reading record provides a good opportunity for parents and teachers to exchange comments and encouragement about children's progress. Children enjoy looking at books in the reading corner, hold the books correctly and turn the pages carefully. They are taught the sounds and the names of letters, and most can soon identify the initial sounds of common words. By the start of Year 1, most pupils recognise a wide range of words that occur frequently, and most read simple sentences accurately. Higher-attaining children read simple books confidently. Children make good progress, and most can read better than is typical for their age.
76. Children are given many opportunities to develop their writing skills. At the beginning of the year, children make good attempts at early writing. One girl in the writing corner filled a sheet with *ps* and explained that she was "writing a letter home to Mummy". Children are systematically taught to write the letters of the alphabet and to recognise the sounds associated with each letter. During one lesson, for example, children suggested words beginning with *m*, coloured in pictures of *m*, made *m* shapes in modelling clay, began to overwrite *ms* and then practised writing them freehand. During the inspection, children were being taught to write their own name unaided. By the end of the reception year, most can write short sentences such as, *I've got a scooter* and *I like Pooh Bear*, unaided, using letters that are neat, correctly formed and approximately the same size. Overall, children make good progress, and standards of writing are above those expected nationally for children of their age.

### **Mathematical Development**

77. Teaching is good in both classes, and children are given many opportunities to use numbers and to explore shape and size. During the inspection, good use was made of numbers on a 'washing line' to recognise and place one to five in the correct order. Children watched a video about the number two, sang *The Animals Went in Two by Two*, performed two claps and two jumps, located pairs of objects and enjoyed counting with *Wrinkles*, a toy dog. Two boys matched numbers and sets of objects on the computer and identified numbers that were *more* or *less* than five. Children sing a range of counting songs, sort objects into those that are *smaller* or *bigger*, and use weighing scales to measure objects that are *lighter* and *heavier*. By the beginning of Year 1, children count up to 20 accurately, add and subtract numbers within ten correctly and add together some larger numbers within twenty. They recognise simple shapes such as circles, squares and rectangles, and use coins to add together three small sums of money. Teachers and learning support assistants help children with special educational needs effectively so they are fully involved and make good progress. By the end of the reception year, most children are likely to have mathematical skills better than those expected for their age.

### **Knowledge and Understanding of the World**

78. Good teaching in both classes ensures that there are many opportunities for children to learn

about the world around them during lessons, outdoor activities and on visits in the local area. Children examine different uses of water and gain a simple understanding of the water cycle. They investigate the variety of creatures in the school pond and examine the range of minibeasts in the school garden. They plant seeds and observe their growth, and conduct an experiment to determine which materials make the best umbrella. Children explore the local area, visit the old 'dame school' in the village and draw maps of their routes to school. They compare their neighbourhood with the seaside, and look at changes that have occurred since Victorian times. They learn to use a computer mouse to click onto the correct pictures on the computer screen. During the inspection, children learnt that different foods provide energy and build strong teeth and bones. They tasted different foods and described their textures and tastes as "soft", "sweet" or "It tastes like honey". Children make good progress, and their levels of knowledge and understanding are better than those expected.

## Physical Development

79. When children join the school, their manipulative skills and co-ordination are usually typical for their age. Good teaching in both classes ensures that there are many opportunities for children to develop better control by using pencils, crayons and paintbrushes. They pour water and sand into containers, assemble construction toys and learn how to use scissors. More energetic activities take place in the school hall or outside in the supervised play area. During one lesson, children moved around the hall keeping their distance from each other and changing direction carefully. Some children responded to the rhythm of the music and moved more slowly as the drum beat slackened. In another lesson, children imitated the stiff movements of a robot, moving with rigid arms and legs as they sang *I'm walking like a robot*. In the outdoor play area, children developed better co-ordination and balance on the climbing frame, pushed prams and lawnmowers, rode tricycles and scooters round the playground, and 'painted' on the ground with water. While the provision of an outdoor play area on the new school site is a great improvement since the previous inspection, there is no provision for outdoor play when it is wet. There is no covered verandah area outside the external classroom doors, for example, that would create additional space for activities such as structured water play, sand pits and construction activities. Children co-operate happily, take turns and share equipment sensibly. They make sound progress and their physical development is likely to be well in line with what is expected nationally by the end of the reception year.

## Creative Development

80. Good teaching in both classes ensures that children make sound progress in developing their creative skills. Children use a variety of paints, paper, card, fabrics and construction materials, but because of the limited space available in the classrooms, these cannot be left permanently available for children to choose in 'free choice' activity sessions during the day. Children make handprints and learn how to hold a brush correctly to paint daffodils and houses. They draw pictures of their own face reflected in a mirror, and use cotton reels and cubes to print repeating patterns in paint. During one lesson, children used bold primary colours to paint a plate of food. Some children are already gaining good brush control. One girl, for example, painted discrete patches of colour carefully and explained that the green and orange represented peas and beans, while the brown was meat. Children use wool, pasta and ribbon to create collage faces on paper plates. In one class, children had used sticky coloured paper squares to create *Elmer the elephant*. During one lesson, two children used construction toys to make vehicles, while two others created a machine with intersecting cogs and wheels. Children enjoy singing nursery rhymes and join in happily with the actions that often accompany the songs. During an effective music lesson, children joined together enthusiastically to sing a range of simple songs such as *Incy wincy spider* and *There's a tiny caterpillar on a leaf*. They sang in *loud* and *soft* voices to vary the dynamics and used *low* voices and *high squeaky* voices to identify changes in pitch. They learnt the sounds made by a range of percussion instruments, and several attempted to play a tambour in time to the singing. As a result, children's artistic and musical skills are developing well and are broadly in line with those expected.

## ENGLISH

81. Evidence gathered during this inspection indicates that by ages of seven and eleven pupils' standards of attainment are above expected levels across all attainment targets and that standards are rising. This is a significant improvement since the last inspection in 1997, when results were found to be average overall, with the then Year 6 pupils not expected to achieve national averages in reading. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress through the school.
82. Pupils' listening and speaking skills are developed well as teachers throughout the school promote good listening habits and encourage pupils to express themselves thoughtfully and clearly. This is seen as early as Year 1 where pupils experience a 'hot seat' role-playing situation. Various pupils from both classes took on the character of Mr Wolf and confidently answered a range of sensible questions about 'themselves' from the other pupils. Pupils listened well and had a broad vocabulary, which they used to good effect in interesting discussion. The wolf was described as 'fierce', 'angry', 'mean', 'hungry', 'sneaky' and 'vicious' and one pupil added, '... he might have germs', to which another adds, '... and he might have fleas'. Year 2 pupils were asked to think about some structured writing and were challenged to say why they thought certain techniques were used; they too listened carefully and answered thoughtfully "It's in bold because it's a title and it's important". Pupils in Year 5 acted out the parts in a script they have developed from a story. Five pupils of differing abilities showed great confidence in expressing themselves. The poor, begging, 'orphaned' boy and girl almost brought tears to the eyes as they successfully conveyed a feeling of pathetic hopelessness whilst being disdainfully repulsed by two other girls who showed quite clearly their repugnance for these 'smelly brats'. The other boy clearly relished his part as the mean and evil villain. In Year 6, pupils were discussing features of narrative story writing. They referred to various characters as being 'moody', 'timid' or 'confident' and provided alternative words for 'said' to convey something of the character, such as 'bellowed' or 'whispered'.
83. With an emphasis once again on more individual teaching, standards of reading have risen again in the school and are good at age seven and eleven. Reading skills progress consistently and well through the school. Pupils develop phonic skills through well-planned teaching and learning experiences. Year 2 are discussing what they can do if they come to a word they do not know. One boy suggests using the context, "We miss it out and read the next part and then go back and see if you can read it". Another boy talks about using phonics, "We can spell it out". The whole class reads aloud a set of instructions for making a gingerbread man and almost all read fluently and with expression and understanding. Year 3 are seen during part of their literacy 'warm up' as they are reminded about where to expect the long 'a' sound in a word. They know that 'ai' will usually appear in the middle of a word, such as 'train', whilst 'ay' is usually at the end, as in 'play'. Pupils of all classes have positive attitudes to reading, and almost all enjoy it. Books are taken home very regularly and the reading records are very well kept, with useful information on pupils' progress and any problems being recorded by teachers, helpers, parents and sometimes by pupils themselves. This helps to ensure that pupils make consistent progress through the school. Pupils in Year 2 are making effective use of phonics, picture clues and the use of context to help them in their reading and this indicates that they are being taught the basic skills well. By Year 6 pupils are familiar with and use a range of fiction and non-fiction. They make use of contents pages, indices and glossaries to help them in their research and they discuss with understanding the plot, characterisation and setting of the books they are reading.
84. Several pupils in Year 1 are already writing sentences with well-formed letters. They are beginning to use capital letters and full stops with some consistency and some are able to make comparisons between past and present tense and alter a sentence accordingly. Most Year 2 pupils are able to work independently and some are beginning to do extended pieces of written work - for example in writing fairy tales such as Little Red Riding Hood. In one lesson, most pupils were able to use sequencing words in a sentence and some made quite complex sentences: "First I will go shopping, then I will come home and after I will have a cup of tea". Year 3 pupils are able to write about a setting, using appropriate descriptive words to convey sights, sounds and smells. Year 5 are using information technology to develop their writing as they use

a split screen and a range of skills, including highlighting, cutting and pasting, to edit their work and change a narrative into a play script. Year 6 are able to work on a detailed text and separate out various parts, such as description, speech and action and write about what each of these reveals about the characters. Others are able effectively to re-write the beginning of a story to portray the main character in a completely different way. Good use is made of drafting books so that work can be edited and improved. Punctuation is good and handwriting generally well formed.

85. Teaching is good overall and, in half the lessons observed, it was very good. Planning is very good, with clear lesson objectives, which are shared with pupils and referred to during the lesson so that pupils and teacher alike are clear what the aims of the lesson are and to what extent those aims have been achieved. Teachers have a very good rapport with pupils and motivate them well, targeting questions well to challenge and extend groups and individual pupils so that they learn well. There is a strong sense of teamwork among staff, including learning support assistants and parent helpers, who are involved in the planning process and have a clear sense of purpose. The benefits of this teamwork were observed in lessons where groups of pupils were effectively guided by all adults present, clearly all aware of their own role and supporting each other as well as pupils. This teamwork is part of the good provision for pupils with special educational needs who also make good progress towards their targets. Teachers manage pupils very well and have a range of effective teaching methods, with high expectations of behaviour and work. In a very small percentage of teaching observed there was a lack of consistency in classroom management, which led to some lack of concentration on the part of a few pupils and less effective learning. An analysis of work across the school over the course of the past year indicates a less consistent picture with, in some cases, an over-use of fairly low-level work sheets which were not well targeted to the needs of the pupils and which did not effectively challenge and extend.
86. Leadership and management of English are good, with teaching and standards well monitored. The literacy strategy has been established well and there has been good improvement since the last inspection in 1997. Progress of pupils is very well tracked through the school and appropriate targets are set. Test results are very well analysed and strengths and weaknesses identified and the well thought out action plan identifies priorities for further development. A good example of this is reading. Having identified the apparent decline, strategies were discussed and set up, which have effectively raised the standards. Resources are good and are well used. One exception to this is the library. Since the installation of the computer suite, the junior library has had to be moved in with the infant library, which is now cramped. Although pupils sometimes use the library for research and teachers take out selections of books for various topics, the library cannot be used as effectively as it might otherwise be. The teachers in charge have a number of good ideas for making the best of the situation, but the lack of suitable library facilities for a school of this size restricts the development of the pupils' reference skills. There is a good range of non-fiction books apart from books to support design technology and geography for the older pupils.

## **MATHEMATICS**

87. Pupils in Years 2 and 6 are on course to achieve standards that are in line with national averages by the time they reach the ages of seven and eleven years old respectively. However, inspection evidence indicates that pupils in Years 4 and 5 are on course to achieve standards that are above national averages by the time they reach the age of eleven. There are no significant differences in the attainment of boys and girls for pupils aged seven and under. There is, however, a difference in attainment for pupils aged seven and over in that boys achieve significantly better standards than girls in the subject. The school is aware of this and has taken steps to try to redress the balance.
88. Pupils of all ages and abilities make good overall progress thanks to the good, and sometimes very good, level of teaching that they experience in the classroom. Pupils with special educational needs make good progress in relation to their prior attainment. This good level of

progress is chiefly owing to the high level of support they receive in the classrooms and their well-formulated individual education plans. These findings are an improvement on those noted in the last report when some poor progress was observed because work was sometimes too easy for the pupils concerned and noise levels too high. The school has worked hard to ensure that the work given to pupils is suitable and matches their individual abilities. There is now more challenge in the work set and higher achieving pupils are given work that more closely matches their abilities.

89. In Year 2 pupils are able to distinguish between odd and even numbers. They know the more common two-dimensional shapes such as triangles, hexagons, circles and octagons. The majority are able to work competently with number bonds to at least 20. Higher attaining pupils have reached a level of attainment that enables them to work mentally with much higher numbers - for example,  $400 + 500$ . Pupils in Year 2 are developing their understanding of the concept of inverse operations.
90. In Year 6 pupils confidently write numbers to hundreds of thousands. They can use their knowledge of place value to divide decimals by 10 and understand the concept of squared numbers. Higher attaining pupils use their knowledge of place value to multiply and divide decimals. They understand that  $\frac{3}{4} = 0.75 = 75\%$  and that the sum of the internal angles of a triangle adds up to 180 degrees. Using the formula *length x breadth* pupils calculate the area of simple shapes and work out the perimeter of shapes by adding the length of the sides. Pupils use their knowledge of the subject well to solve number problems and are able to discuss their work and justify their answers.
91. The teaching of mathematics is good overall and is a key factor in the improvement in attainment standards within the subject. Throughout the school, teachers demonstrate good subject knowledge and high expectations. They manage their classes well with careful questioning that includes all levels of ability. In the majority of lessons observed, pupils reach the objectives set through a combination of well structured activities that are matched to their abilities, a high level of effective support from learning support assistants and their own enthusiasm for the subject. The mental opening starter sessions are lively and challenging and develop the ability of pupils to use mental processes when solving problems. However, throughout the school there is a tendency to over-use worksheets, some of which do not give pupils enough practice in setting out work for themselves.
92. Homework is set on a regular basis and the quality of marking, although it varies, is usually satisfactory, with some good. There is a good coverage of all the National Curriculum attainment targets; this was identified as a weakness in the school's provision in the last report. Another factor in the increase in standards is the very good level of assessment that now takes place within the subject. The progress of pupils is very well tracked and detailed records of the results of end of unit assessments are kept. The school uses the information gained from assessment effectively to help plan its future provision. This is an improvement on the situation observed during the last inspection when the tracking of progress was seen as a problem in Years 4 to 6. The use of information technology within the subject is being developed by the school but has still some way to go before it is used to its full potential. This is not helped by the absence of computers in some of the junior classrooms.
93. The subject manager has a clear vision of where she wants the subject to go in the future. There is a programme of classroom monitoring and the work done by pupils is checked. The subject manager gives teachers a good level of support and the resources available to them are generally good.

## SCIENCE

94. Standards in science are in line with national averages for both seven and eleven-year-olds. The current rate of good teaching and learning indicates that standards are set to improve and they are already higher than expected in Years 4 and 5. The analysis of pupils' work and observations made during lessons indicate that most pupils achieve well in investigative work, partly because

the school has deliberately concentrated on the investigative strand of the subject. This is leading to a noticeable increase in pupils' enquiry skills and ability to record what they find independently. Pupils with special educational needs achieve appropriate levels as a result of focused support based on carefully identified needs. Current standards are in line with those recorded in the previous report. Since the last report was published the school has moved to new premises with improved facilities for the teaching of science. A scheme of work based on national guidelines has been successfully introduced.

95. Pupils in Years 1 and 2 experience all the attainment targets in science as a result of good teaching. They understand the parts of the human body as they correctly label diagrams. They know that eating the right foods, exercise and rest are important in keeping healthy. In one class, pupils jogged on the spot for a minute and then felt how much faster their hearts were beating. Through clear teaching, they learn that the heart pumps blood around the body and this brings oxygen to muscles. They learn to sort materials into different groups; for example by using magnets to decide if a material is magnetic or not. In their work on electricity, pupils list

items in the home that are powered by electricity and they understand the dangers of electrical appliances. Pupils clearly enjoy science and are excited by it. They work collaboratively, act responsibly and share resources and ideas amicably.

96. The good teaching in Years 3 to 6 has led to pupils' thinking more deeply about the care needed in experimental work, to show that what they are doing constitutes a fair test. In one class, pupils made parachutes from plastic sheeting, string and plasticine. In testing air-resistance, they changed the size of the parachute canopy but tried to keep all other variables the same. Pupils understand the need for accurate measurements and the need to check results. In looking at the life cycle of a plant, pupils carefully study a flower, taking care to identify its main parts. They use the appropriate vocabulary and label their drawings accurately, using such words as *stigma*, *stamens* and *pollen*.
97. The quality of teaching is good throughout the school. Teachers explain new knowledge accurately and adapt their planning carefully to include an appropriate sequence of activities with clear objectives, which are shared with the pupils. Lessons move at a good pace as teachers have prepared tasks well, so that pupils are quickly able to get on with activities. Lessons are generally well managed. Teachers ensure that pupils pay careful attention and persevere. They generally have high expectations of the standards pupils can achieve in experimental work, but recording tasks do not always take sufficient account of pupils' developing literacy skills. Much of the science work is recorded on worksheets, which limit the scope for higher-attaining pupils to be sufficiently challenged. Little differentiated work was seen. The use of information technology has yet to be developed systematically, partly because some of the junior classes have no computer.
98. The school's use of national guidelines to support its scheme of work has helped to ensure progression in learning. Assessments are linked to the learning objectives of the different units studied. The science manager is fully involved in the raising of standards through monitoring of teaching, detailed analysis of test results and work sampling. Science is a major target in the school development plan.

## **ART AND DESIGN**

99. Inspection evidence indicates that pupils in Years 2 and 6 are on course to achieve standards in line with national expectations. This evidence, based on discussion with pupils and the subject manager, a scrutiny of work, the school's subject policy and scheme of work, clearly demonstrates that the school is committed to the all-round artistic development of its pupils. These findings are an improvement on those of the last inspection in which attainment for pupils of 11 years of age was found to be below that expected nationally. This general improvement is because of a number of factors, not least of which are the overall good level of teaching and the

adoption of a clear scheme of work. Pupils of all ages and abilities, including those with special educational needs, now make good progress with all aspects of their work in the subject.

100. Pupils' work in Key Stage 1 is varied in its use of materials and shows a keen interest in the subject by the children. For example, they have produced well-observed self-portraits after being shown pictures by famous artists such as Van Gogh and Rembrandt. Pupils in Year 1 have been encouraged to explore different picture forms such as paper weaving, collage, painting and the use of crayons. Pupils in Year 2 have produced some well-observed pencil drawings of leaves. They have used various materials to produce collage pictures of flowers in a pot that reflect very well the colours of autumn. Using the technique of wax-resist, they have made pictures of a snowman that are of a generally good standard.
101. Key Stage 2 pupils continue to develop their skills in sketching with work that demonstrates the beginning of an understanding of perspective and pictures that feature a good use of space and a sense of movement. Their work demonstrates an increasing sense of colour; for example, symmetrical pictures that contrast black and white shapes, drawn by Year 4 pupils. Pupils in Year 6 have produced pencil sketches that demonstrate a growing awareness of the use of form and shadow. Pupils are encouraged to explore the use of other media such as clay and pastels; for example, clay has been very effectively used to produce good quality three-dimensional work, such as a horse's head and a reclining figure. The school has responded positively to the points made in the last report about a lack of three-dimensional work and a lack of challenge for the more artistically able pupils. Pupils are now being sufficiently challenged in all areas of their artwork.
102. Teaching in the subject is good overall and pupils make good progress in their understanding and development of skills. In a Year 3 lesson about printing patterns, the teacher made good use of the pupils' own work to demonstrate the points being made and emphasised that perfection was not as important as the development of skills. An important feature of this lesson was vocabulary development and the careful use by the teacher and pupils of words such as *texture*, *transformation*, *symmetry* and *rotation* when describing different patterns. An important, contributing factor to the good progress made in lessons is the attitude of the pupils towards the subject which is always positive; they clearly enjoy the activities provided for them and their behaviour is very good.
103. The subject is well used in cross-curricular work with examples of pictures and other artwork in subjects such as history, religious education, science and English - for example, the well illustrated cover for leaflets on the Buddhist world by pupils in Year 4 and the masks produced by Year 5 pupils during their work on ancient Egypt. Work using the pupils' art skills is used effectively in their spiritual, moral, social and cultural development - for example, the leaves of friendship produced by Year 3 pupils.
104. The management of the subject is good and the manager is well aware of the progress that has been made but is equally determined to further the overall provision and thus the standards attained by the pupils. The resources available to the teachers are for the most part good and well maintained by the subject manager.

## **DESIGN AND TECHNOLOGY**

105. Standards of attainment are in line with the levels expected for seven- and eleven-year-olds. Designing and making activities are purposeful and enjoyable. It was not possible to observe any lessons in classes of six and seven-year-olds; consequently, an overall judgement on the quality of teaching and learning for that age range is impossible.
106. There has been an improvement in the attainment of older pupils since the last inspection, which recorded achievement as being below the national expectation. Since then, the school has produced a policy and a scheme of work based on national guidelines. This has led to improved planning, showing progression throughout the school. Overall, pupils now make good progress.

107. Pupils have a clear understanding of the design and making process and are learning to evaluate their work and the work of others. The past work of six-year-old pupils shows they have learned to draw and label playground equipment and list the materials, such as lolly sticks, card and sellotape, needed to make the equipment. Having cut up fruit to make a fruit salad, one pupil wrote, "My fruit salad was lush. I loved the strawberries."
108. Older pupils are challenged to design, in great detail, a controllable car using construction kits. Photographic evidence shows a good variety of shapes being produced. In a very good lesson in Year 6, pupils considered different types of bridge construction. They know that *arch*, *beam* and *suspension* are three types of bridge and they know how each type is constructed. Pupils worked well in groups as they used their own bodies to form different types of bridge. They then demonstrated these to the class, who were keen to express their opinions as to their viability.
109. Teaching and learning in Key Stage 2 are good overall. Teachers plan lessons well with clear learning objectives, which are made known to pupils at the beginning of lessons. They generally have good subject knowledge and use vocabulary appropriate to the lesson. The scheme of work provides a broad range of activities for the pupils to enjoy while securing the development of their skills, knowledge and understanding. In their planning, teachers make good links with the science curriculum. In one lesson, pupils designed and made parachutes as they considered the effects of air-resistance.
110. The enthusiastic subject manager leads the subject well. She has successfully addressed the issues raised in the last report and is keen to raise standards throughout the school. She has had the opportunity to observe lessons and assess planning. She recognises that links between information technology and design and technology could be developed further.

## **GEOGRAPHY**

111. Standards are broadly in line with what is expected nationally at the end of Year 2 and Year 6. This is similar to the standards reported in Year 2 at the previous inspection, and an improvement on the standards in Year 6.
112. Pupils acquire a sound knowledge of contrasting areas of the world. Pupils in Year 2, for example, describe differences and similarities between their own area and a village in Mexico. Pupils in Year 3 make use of globes and atlas maps when studying contrasting world climates, while pupils study aspects of life in mountain areas of Austria and learn about life on the Caribbean island of Antigua in Year 6. Resources providing additional information on these areas are limited, however, and this restricts the extent to which pupils are able to learn about these contrasting regions.
113. Pupils show a sound awareness of environmental issues in Year 4 when studying ways in which the local area has been developed. In Year 3, pupils conduct a survey of noise around the school, investigate the re-cycling of rubbish, and examine ways in which the local environment could be improved. This builds effectively on some good work in Year 1 when pupils explore the local area, discuss features they like and dislike, and draw simple maps of the features that they pass on their way to school. Teachers use the local area effectively when pupils visit the local shopping centre and identify 'human' and 'physical' features observed en route. Visits to contrasting areas such as Weston-super-Mare and a residential trip to Pembrokeshire help to consolidate local geographical fieldwork, and focus on the development of seaside resorts and coastal scenery.
114. The quality of teaching is satisfactory overall, with some good teaching. Lessons are well planned, with clear learning objectives, and teachers make sure that pupils understand what they should be doing. Work is matched appropriately to the needs of pupils of different ability and pupils respond well by concentrating hard and working at a satisfactory pace. Those with special educational needs make sound progress as they usually receive additional help from teachers or learning support assistants. Pupils, however, are not always provided with sufficient resources to



compare topics they are studying in the local area with contrasting localities and, as a result, they make only satisfactory progress. In Year 6, for example, pupils carried out their own survey into the problems encountered by parents when using the school car park in the mornings. They conducted a traffic survey, and prepared questionnaires to take home, but were not given the opportunity to observe, for example, how other schools cope with traffic congestion, and were not provided with information on effective traffic management schemes in contrasting locations such as retail parks, airports or railway stations.

115. In other lessons, teachers use a variety of maps, photographs and other resources to stimulate pupils' curiosity. In Year 5, for instance, teachers made good use of samples of dirty water and photographs of local sewers to arouse pupils' interest in the water treatment process. Pupils then constructed their own water filters by filling half an inverted plastic lemonade bottle with layers of sand, coarse grit, straw or cotton wool. Pupils were able to evaluate the success of their own designs and learn effectively about the main filtration processes in advance of their forthcoming visit to the Salford water treatment plant. In Year 2, teachers made good use of the maps inside a *Katie Morag* storybook to investigate how land and buildings are used on the imaginary island of Struay. Pupils compared the jobs on remote Scottish islands with the occupations found in Emersons Green, and the higher-attaining pupils were able to explain why these differences occur. As a result, pupils concentrated well and gained a good understanding of the influence of location on people's jobs and lifestyles.
116. Management of the subject has improved since the previous inspection and is now sound. The subject manager monitors teachers' planning, pupils' work and samples the quality of teaching and learning across the school. Since the last inspection, the adoption of a scheme of work based on national guidelines has clarified what should be taught to each year group, and a new subject policy sets out suitable objectives and guidance for teachers. Resources are unsatisfactory, however, in some aspects of the subject. There are very few geography books in the school library, and there is not enough use of information technology resources such as CD-ROMs and the Internet to support teaching and learning.

## HISTORY

117. Standards match those expected nationally at the end of Years 2 and 6. This is broadly in line with the standards reported in Year 2 at the previous inspection, and an improvement on standards in Year 6. Pupils with special educational needs receive additional help from teachers and learning support assistants and, as a result, all pupils make sound progress.
118. Pupils in Years 1 and 2 enjoy comparing their own homes with those in Victorian times. They learn about historical sequence by placing pictures of the Great Fire of London in the correct order, and successfully put photographs of toys used by their parents, by babies and by themselves into the correct chronological sequence. They learn about famous historical characters such as Guy Fawkes and Samuel Pepys, and begin to understand how changes introduced by Florence Nightingale revolutionised the care received by soldiers in hospital.
119. Teachers make good use of a wide variety of historical resources. In a lesson in Year 3, for example, pupils were keen to examine a full-size replica of an ancient Egyptian sarcophagus and to reveal a 'mummy' inside. Good use of a large diagram helped pupils to understand the hierarchy of Egyptian society, while a selection of key words on cards enabled them to sort objects into those that have survived for five thousand years and those that have perished. In Year 4, pupils used a range of artefacts, books, posters and the Internet effectively when researching information on Viking longships, while pupils in Year 1 used items such as a carpet beater, laundry tongs and an old smoothing iron when comparing contemporary household objects with those from the past. In Year 4, pupils write a letter home to the Queen of Spain to help pupils empathise with the fate of Catherine of Aragon, while pupils in Year 5 use the illustrations on ancient Greek vases to learn about soldiers, weapons and the battle of Marathon. Many classrooms have attractive displays with historical artefacts, timelines, photographs and pupils' work.

120. The standard of teaching is good throughout the school. Lessons are well planned, with clear learning objectives. Teachers explain the aims clearly at the start of lessons and make good use of open-ended questions to reinforce previous learning and to ensure that pupils understand exactly what they need to concentrate on. Pupils are managed well and, consequently, pupils have good attitudes to their work and concentrate sensibly. In a Year 6 lesson on Britain since 1948, for example, pupils had prepared a variety of questions carefully to ask visiting adults about their childhood, and quickly built up a good rapport with their guests when asking questions such as "How did you get to school?" and "Where did you go on holiday?". The teacher worked effectively by prompting a discussion on the limitations of historical sources, and by reminding pupils that individual visitors might have different views of the same historical event.
121. The subject manager regularly monitors teachers' planning, pupils' work and the quality of teaching and learning. Since the previous inspection, the school has adopted a scheme of work based on national guidance and this now ensures that pupils develop historical skills in a logical order. Resources are satisfactory, but too much reliance is placed on worksheets in some topics such as Roman times, and more use could be made of information technology to assist teaching and learning - though one good lesson was observed in the computer suite. Visits to museums and to historical buildings within the local area are used effectively to provide first-hand learning experiences.

## INFORMATION TECHNOLOGY

122. Pupils' attainment is in line with expectations by Years 2 and 6, but this is not the whole picture. The last inspection found attainment to be well below average across the school. Since then, the school has set up a suite of 16 networked computers in the former junior library. Staff have been well trained and good use is made of the equipment. This means that standards in Years 3 to 5 are above expectations. The school has made very good progress since the last inspection. A notable strength is the cross-curricular use of information technology.
123. Year 2 pupils use word processing programs in connection with their literacy work. They use word banks to build sentences and then move on to write their own sentences using the keyboard. They use a graphics program to draw pictures and know how to edit their work and change the size of their brush strokes and the colours of lines and backgrounds. Planning shows that they will learn to program floor robots later in the year.
124. Pupils in Year 6 are currently designing their own web sites, based on the work on forces which they are doing in science. They know how to combine text and pictures imported from different applications and are learning to add hyperlinks to connect their pages. Planning and the work from last year show that pupils learn to use Logo to program the computer to draw simple shapes. They also learn to program devices such as traffic lights with a series of instructions. Pupils have worked with spreadsheets to calculate amounts of pocket money and produce graphs. During the year, they will also work with databases.
125. Year 6 pupils have not had as much opportunity to use the computer suite during their time in school, because it is so new. Year 5 pupils are already at a similar stage to pupils in Year 6. They are learning to combine text and graphics in order to produce a web site about water. Younger children in Key Stage 2 are also ahead of what is expected of their age; for example, pupils in Year 4 used tables and boxes to produce a questionnaire for other children about litter.
126. Every class in Key Stage 2 uses the computer suite twice each week; once to learn and practise information technology skills and again for cross-curricular work. For example, Year 4 pupils searched the Internet for information about Viking longboats and used their own words to answer questions on a sheet. By the end of the lesson, they could talk about how the boats were made using the 'clinker' method of overlapping planks and how they were made watertight. Their teacher aided their understanding by showing them a piece of clinker planking he had made himself.
127. Teaching is good overall across the school. Teachers have a secure understanding of the subject and plan their lessons very well. This enables them to extemporise well when there is a program failure and change the focus of the lesson. Pupils are given good support as they work so that pupils of all abilities are able to perform at a good level. All aspects of the subject are covered in all year groups. On a few occasions, teachers begin the lesson with an introduction in the classroom followed by another introduction in the computer room - this tends to be too long for pupils, who are keen to do the work for themselves.
128. The subject manager enjoys her work; she is a good manager and is very conversant with the technology. She has a good overview of planning across the school, and teaching of information technology has recently been a focus of monitoring for the senior management team. Resources are good and the school has more than the national average number of computers per pupil. However, the arrangement of those in the classrooms is uneven. All infant classes have at least one machine, but only Year 6 have class computers in the juniors, in order to give both classes a bank of three. Since there are inevitably times when these are not used, this does not seem the best use of this equipment and restricts the cross-curricular use of computers during class time in other Key Stage 2 classes. Key Stage 1 lessons are taught in the classrooms, but this makes it difficult for all the children in a class to see the teacher's demonstration.
129. There is a satisfactory system of assessment, but the school intends to revise it this year to make it easier to use in future planning. The computer suite is an excellent resource and is

proving to have been money well spent - but it is too hot for most of the time. As a library, it was a lovely design, with high, jutting windows; but they let in too much sun and the only possible blinds rattle and bang and make it difficult for teachers to address the class easily.

## **MUSIC**

130. Pupils' attainment is in line with expectations by the end of Years 2 and 6. Extra-curricular provision is good and continues to be a strength of the school. These findings are similar to those of the last inspection.
131. Year 1 pupils handle percussion instruments with care and know how to play them properly. They are very self-disciplined and sit in a circle with their instruments untouched until they are asked to play them; they then demonstrate the difference between long and short sounds. Year 2 pupils are learning about pitch. Most, on hearing two notes, correctly identify which is higher or lower and they use their voices to show the difference between high and low notes. In assembly, they sing with enthusiasm and many keep up a complex rhythm of clapping during the hymn, *This Little Light of Mine*.
132. Pupils in Key Stage 2 also sing well in assembly. The hall is a large, high space but is filled with the sound of pupils' lively and enjoyable singing, which is enhanced by the quality of the piano accompaniment. In lessons, pupils use appropriate musical vocabulary such as *ostinato*, *drone* and the names of notes. They sing rounds, maintaining the melody in four parts. Year 6 pupils learn about the *kaherva*, a Hindu rhythm made up of open and closed sounds. They perform their own, set up contrasting rhythms and find informal ways of writing them down.
133. The quality of teaching is good overall. Most teachers take their own classes. Pupils experience a good spread of all aspects of the subject, though the accuracy of their performance is sometimes limited by the teachers' own musicianship. In a very good lesson for Year 1 pupils, each was given a percussion instrument. When all had made a long or short sound, the class considered together which instruments were good for long sounds and which were difficult. They discovered on their own how to make a short sound on a resonant instrument.
134. Individual tuition is available on the electric keyboard, guitar and flute. Demand for places is high and the session observed was of very good quality. The subject manager runs a guitar club, where the standard of playing is impressive. The members make good use of their skills learnt in individual tuition to form a coherent ensemble. The recorder group is large and children learn to read music and play with increasingly accurate fingering. In all these activities, children display much enjoyment and the sessions contribute well to their personal development. The school takes part every year in a festival of local schools' music and a choir is formed in the spring term.
135. The subject manager is an experienced musician with a great love of the subject. He has an overview of his colleagues' planning but has not had sufficient opportunity to monitor standards of teaching. The stock of musical instruments is good and includes new keyboards for connection to computers in the information technology suite - though these need headphones for practical use in lessons.

## **PHYSICAL EDUCATION**

136. Pupils' attainment is in line with national expectations by the time they are seven- and eleven-years-old and they make good progress. Overall, physical education is well taught to all pupils throughout the school and they are acquiring a good range of physical skills. Standards are similar to those at the time of the last inspection, though pupils now have more opportunities to plan and evaluate their work, which means that they have the capacity to improve their standards.

137. In a Year 2 dance lesson pupils began by recalling the movements they made as a prowling and prancing lion in a previous lesson. They completed a sequence of dance movements depicting a brave lion and added to that the movements of a scared lion. Older pupils gain greater control when throwing a ball after they practise the skills of throwing and catching. Most pupils are able to swim 25 meters by the time they leave the school. There is a clear emphasis on safety, which is thoroughly explained and discussed. Pupils are very conscious of the need to be watchful of others as they move around the hall. The teachers ensure that the pupils are fully warmed-up at the start of lessons and cooled down at the end. In one lesson, individual pupils were invited to choose warm-up activities from those learned in previous lessons. Pupils with special educational needs achieve well and make good progress when taking account of their prior learning.
138. The quality of teaching and learning is good. Lessons are well planned and structured to include all pupils. Teachers regularly number lessons as part of a sequence and start lessons by assessing pupils' understanding of work previously covered. The teachers display good subject knowledge through their explanations and directions to pupils at the beginning of lessons. Through their own good demonstrations, teachers encourage pupils to improve their performance. Teaching is bright and stimulating and the lessons move forward at a good pace. There is a good balance between teachers' explanations and pupils' activities and evaluations. The teachers have good relationships with pupils and this enables lessons to be well controlled. They manage and organise the pupils well and set high expectations of concentration and effort. The good teaching ensures that pupils build successfully on what they already know and can do.
139. The subject is managed skilfully and enthusiastically. The school's scheme of work effectively supports the teachers' planning in all elements of the subject. A good range of activities is provided for pupils outside normal lessons, including football, netball, basketball and dance. Most of these activities are provided for the oldest pupils. The school also participates against other schools in various team sports. Opportunities are provided for the pupils in Year 6 to participate in outdoor and adventurous activities when they attend a residential visit.

## **RELIGIOUS EDUCATION**

140. Lessons observed during the inspection week and a scrutiny of work done in the past year indicate that standards overall are at the level expected by the local agreed syllabus for pupils aged seven and eleven, with examples of good work being seen. In the last inspection, standards at age seven were good but those of the majority of pupils at aged 11 were less than satisfactory. Given the tremendous changes in the school over the last few years there has been good improvement in standards. Pupils make satisfactory progress in the school.
141. Year 1 pupils are thinking about 'belonging' and what is special about it. They explore their feelings and emotions and discuss the 'special' feelings they have; for example, when they get badges and emblems and feel that they 'belong'. They are beginning to explore different religions and cultures as they look at religious 'costumes' and remember that 'Jews wear a cap' when praying and that Sikhs wear a turban. Year 2 are thinking about how special books can teach us how to live. They have looked at the Jewish Torah and understand that it means 'teachings' and they go on to think about the Christian Bible. There is animated and interesting discussion as pupils think about some of the Ten Commandments and why it is necessary to have such rules. They talk sensitively about not hurting other people and caring for all creatures and go on to produce their own ideas of rules to live by at home or at school.
142. In Year 3, pupils are exploring literal and symbolic meanings and language. They begin with more obvious non-literal language, such as 'It's raining cats and dogs' and develop into signs and symbols used in religions. Year 4 pupils look at journeys and why people make them. They explore how people feel on journeys and think about the journey of Mary and Joseph to Bethlehem as they effectively act out the journey in role-play. Year 6 pupils are being challenged to think about how beliefs can be expressed in different ways. In looking at different Christian buildings, they explore what the style of the buildings may reveal about the beliefs of people who worship there. They successfully and sensitively explore ideas such as how God is

very special to people so they want a very special place to worship. Others realise that many people believe that God is everywhere so they can worship anywhere. They understand the difficult concept that a church is both the building and the worshippers who meet together.

143. The teaching in the lessons seen was never less than satisfactory and is good overall, being well planned with clear learning objectives which set a clear focus for what was to be learned. Teachers have good relationships with pupils and manage and motivate them well so that they are involved in and enjoy their learning. Good examples of challenge and work clearly set to extend different pupils were seen but there were also examples of lack of challenge and where all pupils were set the same task, with no targeting of individual needs or abilities. This meant that not all pupils were being sufficiently extended in their learning and sometimes slowed the rate of progress.
144. The subject manager is knowledgeable about the subject and gives good leadership, with a clear vision of how the subject needs to be developed. Satisfactory monitoring of standards is done through checking the planning, by work sampling and by observing lessons and the manager clearly has a good picture of what is happening in religious education through the school. An appropriate action plan has been drawn up and one of the priorities is to look at different ways of recording work to provide effective assessment. A recent audit of resources has been carried out and these are adequate for the provision of the agreed syllabus. They are satisfactorily supplemented by trips to a synagogue and local churches and by visitors to the school. The action plan identifies a need to make more effective use of outside resources and visitors. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. There has been good improvement since the last inspection.