

INSPECTION REPORT

ABBOTSWOOD PRIMARY SCHOOL

Yate

LEA area: South Gloucestershire

Unique reference number: 132199

Headteacher: Mrs Lisa Kicinski

Reporting inspector: Sheelagh Barnes
16249

Dates of inspection: 02 - 05 December 2002

Inspection number: 248936

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Kelston Close Rodford Way Yate
Postcode:	BS37 8SZ
Telephone number:	01454 867777
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Appropriate authority:	Governing Body
Name of chair of governors:	Paul Thurlow
Date of previous inspection:	03/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16249	Sheelagh Barnes	Registered inspector	Mathematics Foundation stage	What sort of school is it? How high are standards? The school's results and achievement How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9499	Phiroze Daruwala	Lay inspector		How well does the school care for its pupils? Partnership with parents. Attendance
16773	Raminder Arora	Team inspector	English Art English as an additional language	
22831	Clive Lewis	Team inspector	Science Information and communication technology Educational inclusion Special educational needs	How high are standards? Pupils' attitudes, values and personal values How good are the curricular and other opportunities?
21910	Gordon Longton	Team inspector	Music Physical education Religious education	
14806	John Stevens	Team inspector	Design and technology Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Abbotswood Primary is a new school. It is bigger than the average with 388 pupils on roll and was formed by the amalgamation of Abbotswood Infant and Junior Schools in September 2001. It is situated on a large housing estate on the edge of Yate, near Bristol. This is the first report of this new school.

Boys and girls between the ages of four and eleven attend the school from homes in the surrounding area. Many of these children have previously attended local play-groups. The proportion of pupils with English as an additional language is low at less than one half a per cent. Many of the pupils come from homes which are not advantaged, although a large number of the parents are in employment and so the proportion of pupils eligible for free school meals is below the national average, at nine per cent. The proportion of pupils with special educational needs is average, at just over twenty per cent, although the number of pupils with statements of their need is just over two per cent, which is above average.

Attainment on entry to the reception is below average overall. However, attainment on entry to the new school in 2001 for pupils other than reception, ranged from below average to poor overall, particularly in language, literacy and mathematical skills and personal and social development and especially for some of the older pupils. The school has recently taken part in a local education authority initiative to support pupils following the identification of a significant number with language difficulties.

Many of the teaching staff are recently qualified and the head teacher and deputy were appointed when the school was opened.

HOW GOOD THE SCHOOL IS

This is an effective and rapidly improving school. Standards pupils attain in the core subjects are being raised by good teaching. This is directly attributable to the good management of the school overall and the very good leadership of the head teacher. Staff and pupils work together well. Relationships are good and a "school family" ethos has already been created. The school provides good value for money.

What the school does well

- The leadership and management of the school are good overall. The leadership of the head teacher is very good.
- The quality of teaching is good overall throughout the school and children in reception and pupils in the Infant and Junior departments are making good gains in their learning.
- The care and welfare of pupils is good. Management of behaviour is very good overall and, as a result, pupils' behaviour is good in lessons and as they move around the school.
- Provision for pupils with special educational needs is very good and they make good progress towards their learning targets.
- Provision for pupils' spiritual, moral, social and cultural development is good. The ethos of the school is good and is reflected in the good quality of relationships at all levels.
- The quality of the curriculum is good and the provision for extra curricular activities is very good.
- The partnership with parents is good and the links between school and home are effective. The quality of the information that the school provides for parents is very good.

What could be improved

- Standards pupils attain in English are too low.
- Standards in science at the end of Year 6 are below average overall.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As this is a new school, there has been no previous inspection to compare current standards with. However, there is firm evidence that there has been a good level of improvement in the standards pupils achieve, since the school opened.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/A	N/A	D	D	well above average A above average B average C below average D well below average E
mathematics	N/A	N/A	C	C	
science	N/A	N/A	C	C	

Standards in the core subjects of English and mathematics of pupils entering the school when it opened in 2001 ranged from below average for some years to poor in others. As can be seen from the table above, standards in the compulsory tests for pupils in Year 6 in 2002, were average in mathematics and science, both when compared to national results and also when compared to similar schools and below average in English. At the end of Year 2, standards in reading and writing were well below average and in mathematics they were average. Currently pupils of all levels of prior attainment and in all year groups are making good gains in their learning, although standards are still likely to be only average in mathematics at the end of Years 2 and 6 and below average in English. In science, standards are average at the end of Year 2, but below average at the end of Year 6, as fewer than average pupils are likely to attain the higher level 5. Standards in music and physical education are above those expected at both key stages. In design and technology, standards are above those expected at the end of Year 2 and in line with expectations at the end of Year 6. In all other subjects standards are in line with those expected. Children in the foundation stage in the two reception classes are making good progress towards the early learning goals. They are likely to attain these goals in their creative, mathematical and physical skills overall. Pupils with English as an additional language make progress in line with their peers. Pupils with special educational needs make good progress towards their learning targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They enjoy lessons and are interested and involved in the work their teachers set them.
Behaviour, in and out of classrooms	Behaviour is good overall, in classes and as they move around the school.
Personal development and relationships	Pupils are making good progress in developing their social skills and relationships. They have an appropriate awareness of the impact of their actions on others. Relationships are good.
Attendance	Attendance is satisfactory and lessons start on time.

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.

The quality of teaching and learning is good overall throughout the school. It is good for children in the foundation stage in the reception classes and also in the Infant and Junior classes. Teachers are confident in their knowledge and understanding in the various subjects and this is particularly the case in the teaching of mathematics, where there has been a recent whole school focus. The quality of teaching in literacy, numeracy and science is good overall throughout the school. Virtually all of the teaching observed was at least satisfactory and the majority was at least good. A particular strength of the teaching is in teachers' planning, which is very good. As a result pupils of all levels of prior attainment and from all groups make good gains in their learning. Pupils have a good knowledge of the objectives for learning in lessons and what their next targets are. This effectively involves them in developing responsibility and independence in their learning. On the very rare occasion that pupils' response to lessons is less than satisfactory this is due to lower expectations by the teacher for behaviour and lack of detail in the planning to ensure best use of time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range and balance of the curriculum is good. It is effectively enhanced with a very good range of extra curricular activities, including clubs and visits.
Provision for pupils with special educational needs	Provision for pupils with special needs is very good and they make good progress towards their learning targets as a result.
Provision for pupils with English as an additional language	Pupils with English as an additional language are provided with good levels of support and make progress in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	Procedures for child protection and welfare are good. Procedures to monitor academic performance and personal development are good. Procedures to monitor and promote good behaviour are very good.

Links with parents are good. Parents have positive views of the school and support in its work. They are provided with very good information, particularly about the progress their children are making. They feel comfortable to come into school to talk about their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school is good overall and that of the head teacher is very good. She has been instrumental in forging a new whole school team, which is firmly committed to raising standards and creating a "family" ethos.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling its roles and responsibilities. It has a good understanding of the strengths of the school and the areas for improvement.
The school's evaluation of its performance	The school evaluates its performance well. Accurate evaluations are made on the standards and effective action taken to improve them still further.
The strategic use of	Financial planning is good and pays due regard to educational priorities

resources	and the principles of best value. There is a good match of teachers and support staff to the needs of the curriculum and they are deployed well. The accommodation is good. Resources are satisfactory.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents say their children like school and are making good progress. • Teaching is good and the school expects pupils to work hard and do their best. • The school helps pupils to become mature and responsible and behaviour is good. • The school is well led and managed. • Parents would feel comfortable approaching the school with a question or a problem. 	<ul style="list-style-type: none"> • Some parents feel their children do not get the right amount of work to do at home. • Some parents feel that the school does not provide enough interesting activities outside lessons.

The inspection team agrees with the positive aspects the parents have noted. The school is well led and managed. Teaching is good and pupils are making good progress. They are well behaved and work hard. However the amount of homework set is good overall and has a positive impact on the progress pupils make. The school provides a very good range of extra curricular activities for pupils to take part in.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards attained by pupils entering the school when it opened in 2001, in the core subjects of English and mathematics, ranged from below average for some year groups to poor for others. Standards were particularly low for some of the oldest year groups. Attainment on entry to the reception classes is currently below average overall. The school has set suitably challenging targets for all its pupils, following an evaluation of standards in the core subjects and these are reviewed regularly. This, combined with good teaching, has had the effect of ensuring current, good overall progress in learning in the core subjects in all parts of the school.
2. Standards in the national tests in 2002, were well below average in reading and writing for pupils in Year 2 and below average in English for pupils in Year 6. In mathematics, standards attained in the tests were average at the end of Year 2 and Year 6. Teachers' assessments of standards in science at the end of Year 2, indicated that they were below those expected. At the end of Year 6 however, they were average.
3. Currently pupils of all levels of prior attainment and in all year groups are making good gains in their learning, although standards are still likely to be only average in mathematics at the end of Years 2 and 6 and below average in English. In science, standards are average at the end of Year 2, but below average at the end of Year 6, as fewer than average pupils are likely to attain the higher level 5.
4. Standards in music and physical education are above those expected at both key stages. In design and technology, standards are above those expected at the end of Year 2 and in line with expectations at the end of Year 6.
5. In all other subjects standards are in line with those expected. This is due to the focus teachers place upon planning lessons in an interesting and exciting way and to make subjects memorable, so that the pupils' lack of skills in reading and writing do not inhibit their learning and the standards they attain in other subjects. Children in the foundation stage in the two reception classes are making good progress towards the early learning goals. They are likely to attain these goals in their creative, mathematical and physical skills overall, although the development of skills in climbing and swinging are inhibited by lack of daily access to suitable equipment. Children are unlikely to attain the standards expected in communication, language and literacy skills or in personal and social development or knowledge and understanding of the world.
6. The school has begun to analyse its test data and as a result has identified some gender variations in recent end of key stage test results. However, there was no evidence of any significant variation in attainment and progress during the inspection.
7. Pupils with special educational needs, at all stages of the Code of Practice for Special Educational Needs, make good progress in relation to their abilities and their Individual Education Plans. The small numbers of pupils with English as an additional language make progress in line with their peers because they are supported effectively.

Pupils' attitudes, values and personal development

8. Most pupils have good and, at times, very good attitudes to their work. They demonstrate enthusiasm for school, are interested in their work and are willing to apply themselves to the task in hand. In the best cases, they concentrate for extended periods without the need for constant teacher-intervention. They ask and answer questions willingly and enthusiastically and are able to select, use and return relevant resources. Pupils' behaviour is good overall. In and around school, during play times, lunch times and when moving around the school site, pupils behave well. In the best lessons, behaviour is frequently very good. Pupils take turns to answer and listen to their teachers and peers with concentration and, in most cases, they work well, both individually and in groups of various sizes. In a minority of cases, however, particularly in the

Junior classes, teachers have to work very hard and consistently to manage the behaviour of a small minority of pupils and where the teacher's classroom management skills are not sufficiently well-developed, the attitudes and behaviour of this minority of pupils can slow learning for the majority of the class.

9. There is good rapport and respect between pupils from all groups and their teachers and other adults, and these good relationships considerably enhance the quality of work and progress in the majority of lessons. Most pupils show respect for other people and for the school environment and exhibit an understanding of the appropriate social skills in a variety of situations, such as, for example, when talking to visitors or when holding the door open, unbidden, to allow an adult to pass. There was no evidence of any inappropriate behaviour or bullying or any form of racial harassment during the inspection and evidence provided demonstrates that, in the rare cases that this occurs, it is dealt with swiftly and appropriately. Two pupils were excluded from the school during the previous school year for disruptive behaviour.
10. Although pupils are making good progress in personal development, due particularly to the school's very good provision for monitoring and improving pupils' behaviour, the standards pupils attain in their personal development overall are currently only satisfactory. Most pupils listen with interest to, and show appropriate respect for, the values, ideas and opinions of others. As they progress through the school, they develop an increasing understanding of the diversity of beliefs, attitudes and traditions in society through "Circle Time" discussions, school assemblies and the religious education curriculum. They take responsibility for various aspects of the school's daily routines, such as taking the class register and, for older pupils, helping to set up the hall for assemblies. These small tasks and duties increase appropriately as pupils get older.
11. The attendance in the school is satisfactory overall. The attendance rate was slightly below the national average during the last academic year. This is due to the fact that too many parents take their children on holiday during term time. The attendance rate has risen very slightly from the beginning of this term. Given the fact that the various school-based initiatives for rewarding pupils has very effectively strengthened the good achievements and positive behaviour of most pupils, the senior management team of the school is considering introducing similar schemes for rewarding those pupils who maintain regular and continuous attendance and good punctuality. Registration at the beginning of morning and afternoon school sessions is carried out efficiently. During the week of the inspection, most pupils were punctual in arriving at the school in the morning and lessons started on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching is currently good throughout the school. Virtually all of the lessons observed were at least satisfactory and the great majority were at least good. On occasion very good, or even excellent, lessons were observed. This high quality of lessons observed reflects the quality of teaching evident from the examination of work and of teachers' planning and evaluations.
13. A large proportion of the staff who have been appointed since the school was formed, are new to teaching, as well as to the school itself. As a result of this, and also in a desire to raise standards attained in subjects generally, the leadership of the school has placed particular emphasis on the development of teaching and learning throughout the school. A large part of staff training and school development has focussed upon good practice in the classroom. Lessons have been checked on in all classes, as well as teachers' planning, assessment and marking of work. This has resulted in a consistent approach to teaching in all classes and teachers in parallel classes work together effectively to provide equality of access for all pupils.
14. Literacy and numeracy skills are taught well. As a result, pupils throughout the school make good gains in their learning, especially in the core subjects of English, mathematics and science, although standards attained in English are still low in some year groups and there is scope for further development of the good practice. The quality of planning is very good throughout the school. Teachers take good note of the prior attainment of pupils of all levels of ability and from all groups and use this information well when planning further work. They ensure that lessons are suitably challenging for the higher attaining pupils and that there is a good level of support and reinforcement for lower attaining pupils and those with special educational needs. They make

suitable use of information and communication technology in lessons. Teachers' planning and provision enables equality of access and opportunity for their pupils with both lower and higher attaining pupils included in activities and catered for well in lessons or "booster" groups. Pupils with English as an additional language are taught effectively and make progress in their learning in line with their peers.

15. Teachers meet the needs of special educational needs pupils with good quality support and, in most cases, with well-differentiated tasks matched to their needs. The special educational needs co-ordinator (SENco) liaises well with teachers and support staff and has been closely involved in their training and monitoring of provision. Learning support assistants are well-qualified and work very well with class teachers. They are informed of lesson content in advance of lessons, contribute very well to the assessment and monitoring of pupils' progress and provide pupils with a good blend of help and challenge. Support for pupils with statements of special educational need is good and pupils with special needs are very well-integrated into the school community as are pupils with English as an additional language. Teachers have generally good levels of knowledge and understanding of the subjects they teach. This is particularly the case in numeracy, where the school has placed a particular focus in recent months. Pupils are actively involved in their own learning. They are told the learning intentions of each lesson and what the focus will be. As a result, they develop good levels of knowledge of their own learning and what they need to learn next. Expectations of pupils' work and behaviour are generally high and pupils respond to these high expectations well. On the rare occasion that pupils' behaviour is less than satisfactory, this is due to teaching which set expectations of response which are below the usual standard demanded and unsatisfactory planning which leaves too much time between directed activities for pupils to fill with their own activities.

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

16. The school provides a broad and well-balanced curriculum with a good range of worthwhile learning opportunities, which successfully meet the interests, aptitudes and special needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. There are appropriate, largely government-recommended, schemes of work in place for all curriculum subjects which provide secure continuity and progression in learning and appropriate guidance to teachers. Children in the foundation stage, in reception classes receive a suitably broad curriculum which covers all six areas for young children and which is planned with appropriate regard for the "stepping stones" of development.
17. Arrangements for identifying and supporting pupils with special educational needs are good. A detailed and very comprehensive record of special educational needs is kept by the special educational needs co-ordinator and appropriate Individual Educational Plans (IEPs) are provided for pupils on the register. These plans are written by class teachers and learning support assistants, with the support of the SENco. The provision of additional support for pupils with statements of educational need is of good quality. Withdrawal of pupils from the classroom for support is kept to a minimum and where it does occur, it is entirely appropriate. The positive atmosphere of the school and the good relationships promote the effective inclusion of pupils with special educational needs into every aspect of the school's life. The curriculum provides good equality of access and opportunity for pupils to learn and make progress. There are detailed and clear policies for equal opportunities and racial equality in place and staff are very well aware of the "Index for Inclusion" materials designed to develop inclusive learning and participation in schools.
18. The school has implemented the government's recommended National Literacy Strategy appropriately and the National Numeracy Strategy has been implemented well. Planning and teaching take appropriate account of the recommendations both for lesson format and for lesson content. A very good range of well-supported extra-curricular activities takes place during lunchtimes and after school during the year, including the school choir, recorders, country dancing and sporting activities such as netball and football. A good programme of additional educational visits, such as to the Bristol Old Vic theatre for a Shakespeare workshop, for example, are organised and residential camps are provided for the older pupils to further enhance learning and personal and social skills.

19. The school makes good provision for pupils' personal, social and health education through class and whole school assemblies and the science and religious education curriculum. An appropriate programme of sex education and drugs prevention education is provided for older pupils and a scheme of work for personal, social and health education is in place throughout the school. The programme of visits and visitors makes a good contribution to pupils' understanding of the responsibilities of being a member of the community. The school has good links with the local community and a good range of visitors bring their expertise to the school and work with the pupils. For example, a dancer and author have visited the school in the previous year. The school has very good relationships with the local residential home and pupils and staff from the nearby special school work together with pupils on a school courtyard garden project.
20. The school makes good provision for pupils' spiritual, moral, social and cultural development.
21. The provision for pupils' spiritual development is good. It is developed through school assemblies and religious education, which provide pupils with knowledge and understanding of other major faiths as well as Christianity. Good use is made of music and singing in assemblies and this makes a significant contribution to the good ethos of the school.
22. Pupils celebrate the Christian festivals of Christmas, Easter and harvest and are made aware of celebrations of other faiths, for example Diwali and Eid. During assemblies and in classes, pupils are given commendations for their efforts and good work. This provides good opportunities for them to gain insights into their own personal worth. In literacy lessons, pupils compose their own poems and prayers and listen to stories read by their teachers. The school makes good use of the grounds, which are being developed well by the gardening club, which includes pupils from the neighbouring school for pupils with special educational needs. This is appreciated by all pupils, and provides them with opportunities to discover the wonders of the natural world in which they live. The head teacher and the co-ordinator for religious education monitor lesson planning effectively to ensure the spiritual elements of subjects are in place.
23. The provision for moral development is good. There is a strong emphasis on good behaviour throughout the school. The school rules and class rules, which pupils help to formulate, are displayed in classrooms. All staff have a positive approach to behaviour. They aim to create an orderly environment and to help pupils become responsible members of the community. All adults in the school set a good example to pupils, treating them with fairness and consideration, whilst reinforcing their understanding of the difference between right and wrong. Collective worship makes a valuable contribution to pupils' moral development. During the inspection, no instances of bullying were observed. Pupils play happily together at break and lunch times. Lunchtime supervisors promote good moral values and attitudes. Parents who responded to the pre-inspection questionnaire, and those who attended the meeting held for them prior to the inspection, expressed support for the values, which the school promotes.
24. The provision for pupils' social development is good. Social skills are developed successfully during most lessons as well as at break and lunch times. The head teacher is successfully developing the school as a "family". The teaching and non-teaching staff work hard to build up in pupils an awareness of the school as a community, where each member is valued and works for the common good. Discussion times help pupils to build up confidence and relate to others in the class. Pupils are expected to take care of their surroundings and to take responsibility for classroom equipment. From an early age, pupils tidy away after lessons, with very little prompting by their teacher. Pupils of all age groups are encouraged to work in pairs and small groups and to undertake responsibilities.
25. The residential visits provide further good opportunities to develop pupils' independence and personal and social skills through a range of challenging and exciting activities. The good relationships between members of staff and pupils help to create a positive atmosphere and develop this further. At no time was any adult heard to raise a voice in any way when speaking to pupils. This respect, shown by adults to pupils, is reflected in the way pupils work together collaboratively and welcome visitors to share their activities. The school has been very active in raising an impressive sum of money for a range of children's charities, heightening pupils' awareness of those less fortunate than themselves.

26. The provision for the pupils' cultural development is good overall. Pupils are presented with many aspects of culture around the world through displays around the school. All are encouraged to appreciate and celebrate their own culture through the work of artists and listening to music. The Literacy Hour is successfully introducing pupils to a range of authors, which, over a period of time, will enrich their knowledge of literature. The school provides a wide range of cultural experiences through visits to places of interest and many visitors to the school add to the pupils' cultural experience. For example The English National Ballet and The Bristol Old Vic organise workshops. A dance team worked with Year 4 pupils on a project based on celebrating Divali which pupils shared very successfully with the people in the nearby residential home. Opportunities for discovering the diversity and richness of other cultures are being developed although the school acknowledges the need to address this more in the near future. The school is now in a good position to improve its provision further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. Abbotswood Primary School is a caring community where each pupil is valued and feels secure. Courtesy, kindness and respect underpin the good support it provides for all its pupils, and this enables most pupils to develop high self-esteem and to thrive. This is a strength of the school. The safe, caring and supportive environment of the school has a beneficial impact on the standards pupils achieve. Harmony pervades the whole school. Parents report that they are pleased with the levels of support their children receive. Inspection findings endorse this viewpoint.
28. There is a strong ethos of care and consideration for others, which permeates the whole school community. All staff provide good role models for pupils by demonstrating ways of working co-operatively in classrooms and about the school, welcoming visitors and being constantly courteous in their personal relationships. The school ethos instils a sense of fairness and justice, trust and friendship between teachers and pupils, and a good rapport exists amongst pupils.
29. Pupils under the age of five are well supported in the school. Meetings are held for parents of children who are due to start school in September. As a result, the school is able to gather valuable information, which enables them to offer maximum support to these pupils. Their personal and social development is promoted effectively and these children are introduced to the school by attending on a part-time basis for the first few weeks. The teachers in the Reception Year classes are building up good relationships with local nurseries, in order to ensure that there is continuity in children's education.
30. There is a designated teacher for child protection and all staff are aware of their role should the need arise. Local county council procedures are followed in practice.
31. All staff make a positive contribution to the school's caring ethos. They know their pupils well and respond readily to their varied needs. They value pupils' contributions in lessons and this helps to raise their self-esteem. The school makes good provision for pupils with special educational needs and for whom English is an additional language. The school has established a very good working relationship with outside support agencies. Learning support assistants are patient and supportive and make a positive contribution to pupils' learning.
32. The school takes care to ensure that all pupils have equal access to the curriculum and it works consistently, and with a purpose, to secure the best interests of all its pupils, to safeguard their welfare and promote their personal development. Staff know the pupils in their care individually and show genuine interest in their welfare, which results in very good relationships. This ensures that all pupils can work and play in a safe environment. Good supervision during playtime, before and after school and the end of day collection arrangements make an effective contribution to the health and safety of pupils. There is a health and safety policy and detailed procedures support it well. As a result of regular inspections by senior management and the care-taker, risk assessment is effective. Daily working practices ensure that pupils and staff are protected from harm or unnecessary injury. Fire drill is conducted at least once a term. Pupils' safety and well-being is a priority for the school and there is an adequate number of both teaching and non-teaching staff trained to administer first-aid. The school does all it reasonably can to ensure the health and safety of the whole community.

33. The procedures for assessing pupils' attainment and progress are good. The school has begun to raise the profile of assessment across all year groups. Baseline assessment takes place on entry and other assessments take place during Year 1 with Year 2 and Year 6 taking the National Curriculum tests for seven and eleven year olds. Annually, Years 3, 4 and 5 take optional national tests in English and mathematics, which are analysed in detail and given to staff. This assessment information helps the subject managers and staff to guide curricular planning for improvement. Assessment takes place in all subjects with the exception of art, but that is part of the school development plan for this year. All staff are able to analyse the assessment data of their pupils and can also ascertain how they have performed in previous years. In addition, assessment sheets with expectations and targets for each class and pupil have been drawn up and used effectively in English, mathematics, science, information and communication technology and religious education. It is planned to use this system for all subjects in 2003. Assessment in these other subjects takes place at the end of each topic. Teachers also assess pupils' work on a daily basis using a "traffic light" system. Those pupils who perform better or worse than anticipated are noted and this helps with planning of future lessons. The school makes sufficient use of learning targets and there are target books in place for that purpose. The quality of marking is good overall. The school records in detail the progress of those with special educational needs and those for whom English is not the first language and assessment is appropriately linked to Individual Education Plans and this has a positive effect on pupils' learning.
34. There is good use of assessment procedures to identify pupils with special educational needs and there are a number of examples of very good ongoing assessment undertaken by learning support assistants of the pupils with statements of special educational need in their care. The data obtained from testing is used well to provide well-targeted support for pupils with particular learning and behavioural needs through the provision of speech therapy sessions, social skills groups and motor skills groups, in addition to a range of "booster" literacy and numeracy groups. The co-ordinator maintains a detailed and comprehensive register of special educational needs pupils and there are appropriate procedures for placing pupils on the register. The school meets the requirements outlined in pupils' statements of educational need well.
35. The school has very good procedures to monitor and promote good behaviour and eliminate oppressive behaviour, including bullying. All staff, including teachers, learning support assistants and school meals supervisory assistants, are consistent in applying the behaviour policy, which is supplemented by the school's definitive aims. Some 96 per cent of parents who replied to the questionnaire felt that behaviour was good. Pupils are well aware of the school's expectations. The rewards and sanctions system is used consistently and effectively by all staff. Good behaviour and positive attitudes to work are acknowledged in assemblies. There is no evidence of bullying or harassment and the school takes effective measures to identify and address any such incidents with care and compassion. Unacceptable behaviour is always questioned.
36. There are good arrangements to monitor and support the personal development of pupils. These are based on teachers' knowledge of individual pupils and the close links shared with parents. The information is used to nurture the personal qualities of pupils, such as self-confidence, taking of initiative and responsibility, social and moral skills and the skills in making right choices. Pupils' personal qualities are recognised and rewarded in assemblies. Personal, health, social and moral (PHSME) education and other opportunities in lessons, such as circle time, have a positive effect on personal development in areas such as healthy living and citizenship. These opportunities enable pupils to gain self-confidence and become independent, and raise their awareness about themselves by taking interest in healthy and safe living.
37. There are good procedures to promote, monitor and improve attendance. The school has effective procedures to improve punctuality. Good procedures are adhered to in communicating with parents for any unexplained absences. The education welfare officer visits the school at regular intervals and is effective in using attendance data collected by the school to investigate any unauthorised absences or disproportionate absence.
38. The inspection team noted the drive and determination of staff and the positive ethos of the school. All staff are working together well to consolidate the new systems introduced at the inception of the school in September 2001. This has a positive effect on pupils, as they begin to

show greater enthusiasm for acquiring new knowledge through learning and by developing personal skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. This is a new school, which is successful in promoting a strong, positive and purposeful partnership with parents. This is one of the strengths of the school, and it has a positive impact on pupils' learning and personal development.
40. The number of responses to the parents' questionnaire was not all that high. However, parents in general, are especially pleased that their children make good progress, behave well and like the school. The inspection team supports the positive comments made by the parents. A small minority of parents stated that their children do not get right amount of homework. Inspection findings clearly indicate that sufficient homework is set and it provides good extensions to pupils' learning. The scrutiny of news-letters and welcome pack for parents of children in reception shows that they are written with care, providing useful information to parents, and are user-friendly.
41. The school's aim of involving parents in their children's education is strengthened by its open door policy. All those parents who returned the questionnaire indicated that they would feel comfortable about approaching the school with a question or a problem. Parents are supportive and appreciative of the school and hold it in high regard. The school has also carried out its own survey of parental views and the results have made a valuable contribution to the school development plan.
42. The quality and range of information provided for parents relating to administrative and pastoral arrangements is good overall. Parents receive regular newsletters and a curriculum guide each term. Parents are appreciative of such information as it enables them to participate in their children's learning. Annual reports to parents provide appropriate information about pupils' attitudes to learning, personal development, and their academic achievements and progress. On the whole, reports are subject specific, informing parents in sufficient detail of their children's strengths and weaknesses, covering aspects of knowledge, understanding and skills as well as the end-of-year targets for all the core subjects.
43. The school has established good admission and transfer arrangements. Prior to admission to the reception year, visits to the school by children with their parents ensure a positive start to schooling. Before transferring to the secondary schools, Year 6 pupils visit their new schools for taster sessions and teachers from both their current and new schools exchange information to support the pupils' smooth transition.
44. The governors' annual report to parents provides them with necessary details about the life and work of the school community. The school prospectus gives parents the essential information about the school. It emphasises an importance of working in partnership with parents. Such collaboration is achieved through a tripartite agreement, involving home, school and pupil culminating in the Home-School agreement. The school prospectus also gives parents a pen-portrait of the school, including its aims, curriculum provisions and the importance the school attaches to work in partnership with parents. The school is aware of the fact that there are some minor omissions of statutory information from both these documents.
45. Parents are invited to attend consultation meetings with teachers to discuss their child's progress each term. The school emphasises the importance of working with parents and encouraging them to take an active part in their children's education and works hard to get parents involved. The introduction of reading diaries and pupils' progress books enables parents to provide learning support for their children at home. The school organises workshops designed to give parents more involvement and understanding in their children's work. Parents also have a new dedicated "Drop-In" room in the school building, which they can use for an hour at the start of the morning session or towards the end of the school day for discussions and exchange of views with other parents.

46. Parents of pupils with special educational needs are involved fully in the initial and review processes in relation to registration. They are informed regularly about their children's targets and progress made.
47. Parents are aware that the school encourages their help in classrooms and around the school. A group of dedicated parent volunteers help in classrooms and assist in hearing pupils read and in other classroom activities. The school participates in cluster project called, TARPS, (Tape Assisted Reading Programme). Parents and grandparents are involved in the project, making tapes of books chosen by children. They can then listen to these with parents and other adults and thus learn to read.
48. The parents and teachers association consists of a dedicated group of parents, who work diligently to raise funds for the school through a variety of social and public functions.
49. The school's links with parents and the contribution they make to their children's learning is good overall. The school intends to strengthen this further in the interests both of the parents and their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good overall. The leadership of the head teacher is very good. She has been in post since the creation of the new school and provides very clear-sighted educational direction to the school, ably supported by senior staff. The school has developed a set of aims, with the involvement of staff and governors, which are, consequently, well understood by staff, parents and pupils and which are reflected very well in the daily life of the school.
51. The role of the curriculum co-ordinator has been a focus for the new school and is being effectively developed. Efficient systems have been set up for monitoring standards and action plans set for further improvement. Co-ordinators' roles extend to monitoring planning, and leading the development of policies and schemes of work. They also include the monitoring of standards throughout the school. The head teacher and governors have put into place an effective system for appraisal and professional development for all staff. This is appropriately linked to further training. There has been effective monitoring of the teaching and learning throughout the school by the head teacher and senior staff, starting with mathematics, as this was shown to be an area for development by initial analysis of standards. Appropriate targets have been set for further improvement. There is a suitable plan for the induction of new teachers to the school and the school takes part in providing placements for teacher training. Appropriate targets are set for pupils' learning and these are effectively monitored.
52. The governors are effective in their role and supportive of the school. They play a major part in shaping the direction of the school and have a good understanding of their responsibilities and of the school and its needs. They are conscientious and are effective in fulfilling their statutory duties. They have a shared commitment with the school staff to improving the school and to building an atmosphere of "family". Despite the newness of some governors to their role, they take their responsibilities very seriously and have taken part in relevant training. They are appropriately involved in developing the school's priorities for improvement, and also in keeping abreast of curriculum matters such as the literacy and numeracy strategies. Financial management is good and supports educational priorities effectively.
53. There is a very positive school ethos, which reflects the commitment to equality of opportunity and inclusion for all pupils. The school reflects equal opportunity in its aims and objectives, curriculum and organisation and offers relevant role models to all pupils.
54. The school development plan is a thorough document, which highlights appropriate areas for improvement and is well linked to the budget. The targets set are appropriate and follow on from areas highlighted by the initial audit of the school's strengths and areas for improvement. The school has made a good amount of progress in implementing these targets. The educational priorities are well supported by careful financial planning. The day to day running of the school is efficient.

55. A good level of well-qualified support is available to ensure all pupils have equal access to the curriculum. Teachers and classroom assistants work very well together. The special educational needs co-ordinator (SENco) is a skilled practitioner with very good links with outside agencies who has overseen significant changes to the school's systems so that they are now fully in-line with requirements of the Revised Code of Practice for special educational needs. One of the most significant of these changes being the transference of responsibility for writing and reviewing the Individual Education Plans for pupils from the "SENco" to class teachers and learning support assistants
56. The accommodation is good and is used well. It is clean and attractive and this has a positive impact on providing an effective learning environment for the pupils. The school is making good use of specific grants and other funds and the school's use of new technology is good.
57. The school benefits from a large playground area surrounded by an extensive field, which is used for outdoor play and sports. However, members of the local community frequently use these grounds for a range of activities, including exercising their dogs, and discarding litter and this requires extra vigilance by school staff before the pupils can safely play there. Teachers enrich the ambience within the school with attractive displays of pupils' work in classrooms and corridors. The accommodation is kept very clean and tidy by the hard-working care-taking staff and provides a positive environment for learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards further the head teacher and governors should:-
- 1) Build on the improvements already made in English, to raise pupils' standards of achievement by the time they leave school. This should be accomplished by:
 - a) Providing more planned opportunities for pupils to speak at length and develop their vocabulary further.
 - b) Planning for the additional use of pupils' literacy skills in all subjects of the curriculum.
 - c) Developing pupils' spelling strategies, proof-reading skills and vocabulary choice in writing. (see paragraph numbers 2, 3, 14, 70-79)
 (This is already noted in the school development plan)
 - 2) Raise standards in science by continuing to implement the recent significant improvements to the curriculum for science. Ensuring that lessons are taught regularly on a bi-weekly basis and continuing to give more attention to investigative science throughout the school. (see paragraph numbers 2, 3, 88)

In addition to the key issues above the following minor issues are included for consideration by the governing body:-

There are only limited opportunities for children in reception to practise skills of climbing, balancing and swinging, due to lack of equipment for them to use on a regular basis. (see paragraph numbers 5, 63)

Opportunities for discovering the diversity and richness of other cultures in today's Britain are being developed although the school acknowledges the need to address this more in the near future. (see paragraph number 26) This is also already noted by the school in its development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	17	48	18	1	0	0
Percentage	1	20	56	21	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		374
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		14
Number of pupils on the school's special educational needs register		75

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	32	29	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	30
	Girls	24	22	27
	Total	46	46	57
Percentage of pupils at NC level 2 or above	School	75 (n/a)	75 (n/a)	93 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	30	27
	Girls	25	27	25
	Total	51	57	52
Percentage of pupils at NC level 2 or above	School	84 (n/a)	93 (n/a)	85 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	33	20	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	27	29
	Girls	17	15	19
	Total	37	42	48
Percentage of pupils at NC level 4 or above	School	70 (n/a)	79 (n/a)	91 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (n/a)	n/a (n/a)	n/a (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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
325	2	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
2	0	0
44	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)	16
Number of pupils per qualified teacher	25:1
Average class size	26:7

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	249

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	532140
Total expenditure	557929
Expenditure per pupil	1491.79
Balance brought forward from previous year	41529
Balance carried forward to next year	15740

Recruitment of teachers

Number of teachers who left the school during the last two years	12.6
Number of teachers appointed to the school during the last two years	12.9
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	374
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	2	0
My child is making good progress in school.	54	44	0	0	2
Behaviour in the school is good.	39	57	0	0	4
My child gets the right amount of work to do at home.	41	39	15	0	6
The teaching is good.	46	52	0	0	2
I am kept well informed about how my child is getting on.	43	44	7	4	2
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	31	57	6	2	4
The school is well led and managed.	41	50	6	0	4
The school is helping my child become mature and responsible.	54	44	2	0	0
The school provides an interesting range of activities outside lessons.	28	37	11	7	17

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Children start in one of the two reception classes, full time, in the September of the year after their fourth birthday. A good induction is provided when children first join the school, which includes opportunities for coming into school to a range of events, such as “The Teddy Bears’ Picnic”, so that parents and teachers can share information about each child’s specific needs. As a result of this good start, children have a generally positive approach to coming to school and to their learning. Attainment on entry to school covers the full range, but is below average overall. Standards are well below those expected in communication, language and literacy and in personal and social development skills.
60. The quality of teaching is good for children in reception. They are provided with a wide range of well-planned opportunities to develop their skills in all six areas of the foundation curriculum for their age. As a result, boys and girls from all groups and of all levels of prior attainment make good progress in their learning and by the end of reception are likely to attain the early learning goals in mathematical development, creative development, and most aspects of physical development. Standards are still likely to be below those expected in communication, language and literacy, personal and social skills and also in knowledge and understanding of the world, where their skills in speaking and listening hamper their quick understanding.
61. The reception teachers and support staff work together well. They provide a friendly and effective learning environment for children of all levels of prior attainment and from all groups. Teaching in both classes is soundly based on the “Stepping Stones” for development for young children. Relationships are good and adults provide good role models for the children in their care. Expectations of the children’s work and behaviour are appropriately high, and lead to the children making progress in all areas of their learning, which is always at least satisfactory and usually good. Careful planning ensures equality of opportunity for children in both classes.
62. Assessment procedures are thorough and they are used well to monitor children’s attainment in all areas of the curriculum. This is also the case for children with special educational needs who are identified and supported well from the start of their school career. Work is marked and annotated appropriately so that teachers and support staff have a clear picture of what each child can do.
63. Resources are satisfactory overall and children have regular access to a designated outdoor learning area, where they can safely play with large toys. However, the opportunities to climb, balance and swing are limited by lack of equipment for children to use on a daily basis. However, children do have regular opportunities for physical education lessons in the Infant hall, which have a positive impact on their development.

Personal, social and emotional development

64. Children make good progress in this area, due to the good teaching and good range of opportunities they are given, although standards are still likely to be below those expected at the end of the reception year. The children separate from their parents and guardians with confidence at the start of sessions, coming into school happily. They feel safe and secure and demonstrate a sense of trust in the adults who look after them. When playing in the classroom and the playground they show increasing independence in selecting and carrying out activities, such as choosing and tidying away musical instruments and writing equipment. Few of the children actively seek out others to work with, tending instead to prefer to work alongside each other, with varying degrees of interaction. Many choose to work alone, next to others or to interact instead with the adults in the room. The children are beginning to realise that they need the help of others and are aware of the social rules of the reception classes, although on occasion some have difficulty in sharing toys and equipment. A significant number of the children do not have the ability to look after their own hygiene and personal self help needs. However, the regular nursery routines are well established and children make good progress in learning them, as a result.

Communication, language and literacy

65. Children in reception have emerging self-confidence to speak to others about their wants and interests, using simple grammatical structures in the main. They make good progress and are building up a simple vocabulary that reflects their experiences, due to the good teaching they receive. For example, when printing one child exclaimed "I have brown painting hands." They take part in regular discussion sessions sitting in a circle. At these times the teacher takes care to ensure that children all have a chance to tell instances, for example, of special gifts they have been given, and all others are encouraged to listen patiently. The children listen to stories and rhymes with increasing attention and recall, acting out stories afterwards using puppets and following their teachers' directions. Higher attaining children hear and say the initial sound in words and know which letters represent some of the sounds. They make phonetically plausible attempts to write some simple words. Some children are starting to recognise their name in print and are beginning to recognise some familiar words. They are beginning to realise that writing can record and communicate information and are starting to ascribe meaning to the "writing" they do. However, overall standards are still likely to be below those expected at the end of the reception year.

Mathematical development

66. Teaching of mathematical skills is good and children make good gains in their learning as a result. They show interest in numbers and counting. They recognise groups with one, two or three objects, such as counting the triangles on the paper hats they have made and some children can count an arrangement of up to 10 objects. Higher attaining children chant numbers up to twenty and recognise the numerals that represent them. Number forms a part of everyday activities in both reception classes and children learn to count to tell if there is room for another person to play in the writing corner, for example. They use shapes when decorating collages and making repeating patterns of shapes on their paper hats. Because of the good teaching and the teachers' emphasis on developing correct mathematical vocabulary, children learn the names of regular two and three dimensional shapes and can recognise which is a cylinder and which a cone, for example. Standards are likely to be broadly in line with those expected at the end of the reception year.

Knowledge and understanding of the world

67. Children make good progress in their developing knowledge and understanding of the world, due to the good teaching they receive. They show curiosity and interest in observing and manipulating objects, such as when they apply paint and fabric to collages or play with the water tray. They describe simple features of objects and events. For example, when working with their teacher, they say which materials are best to make different parts in a house. They know that the window would need to be made of clear material and the bed would need to be strong to take weight. They are interested in computers and use the simple programs happily, controlling the mouse to move pictures around the screen. They note different features of the environment and play on simple map mats, acting out a train ride story they have had read to them. They describe events that have happened to them, which they remember, such as birthdays. Although teaching is good and the children make generally good gains in their learning, they are unlikely to attain standards expected, as their limited speaking and listening skills inhibit their progress.

Creative development

68. Teaching of this aspect is good and children make good gains in their learning as a result. They begin to describe the texture of materials, such as when they play with dough, or when they print with different materials. They are fascinated with the way different percussion instruments sound and play on the carpet area exploring with the instruments their teacher has put out, learning how to change the sounds they make. They enjoy listening to stories and then acting them out with puppets or play mats, playing alongside others who are engaged in the same theme with reasonable agreement. They join in with singing songs and rhymes with enjoyment. Standards are likely to be in line with those expected at the end of the reception year.

Physical development

69. Children make good progress in overall physical development and are likely to attain standards in most aspects, which are in line with those expected. Teaching is good. The children learn to move spontaneously within available space, in the playground and the school hall. They know to adjust speed or change direction when running with or riding on tricycles so that they avoid obstacles and each other. They negotiate space successfully when running around outside. They take part in warm up sessions for physical education lessons, giggling delightedly at their attempts to sing and at the same time to touch their "heads, shoulders, knees and toes." Children manipulate materials and objects appropriately, such as arranging toys on the play mats or using scissors. They make good progress in developing skills with activities requiring hand-eye co-ordination, such as playing with dough and pasting and painting. Most of the children are aware of own needs with regard to taking themselves to the toilet and washing hands afterwards but a significant minority need adult support to meet those needs. However, skills of balancing, climbing and swinging are not developed sufficiently as there are very limited opportunities for children to practise them on a daily basis, due to the lack of suitable facilities. Teachers do, however, make good use of lessons in the hall to supplement children's opportunities for these activities.

ENGLISH

70. Standards pupils attain in Years 2 and 6 are below average in all aspects of English. This shows significant improvement over the most recent test results, particularly for pupils age seven. The 2002 test results showed standards to be well below average for seven year-olds and below average for eleven year-olds. Evidence from the inspection shows improved progress by both seven and eleven year-olds. Writing is the weakest element throughout the school. The school recognises this and has put into place some appropriate measures to improve standards. Teachers have worked hard to analyse and address weaknesses in the subject. Effective use is made of initiatives such as the Early Literacy Support in Year 1. This extra support is targeted, particularly towards pupils identified as in need of more intensive help to boost their progress in the acquisition of basic skills in literacy. In lessons, pupils are organised in small groups where specific language skills are practised and reinforced well. The recently introduced individual target setting in English is also used well by teachers to focus on what needs to be improved. The provision for pupils with special educational needs is carefully organised to ensure better identification of concerns and well-structured literacy programmes with realistic short-term targets. Most teachers are skilful in planning and teaching the basic skills in English, and have appropriate expectations of all pupils. From a low starting point, pupils achieve well as a result, and make good progress over their time in school. The few pupils speaking English as an additional language achieve equally well and make good progress.
71. Speaking and listening skills are below average for infants but begin to improve in the juniors, as pupils move through the school. Bearing in mind pupils' limited starting points, their progress in speaking and listening is good. Most pupils listen carefully to teachers and each other, follow instructions without fuss and contribute positively in discussions. In a few lessons, speaking skills are well promoted, but there are missed opportunities by most teachers to engage pupils in extended conversations. For younger pupils, small group work provides opportunities for adults to provide examples of good language and to encourage pupils to express themselves clearly. However, pupils' restricted vocabulary means that many six and seven year olds are imprecise and hesitant in producing answers, which keeps their overall level of attainment below average. Some teachers do not consciously plan to improve and extend pupils' speaking and listening skills sufficiently through for example, role-play, or encourage them to express themselves clearly. This was noted in a Year 2 lesson, where pupils often only gave one-word answers and most found it very difficult to listen carefully during class discussion.
72. By the end of Year 6, most pupils are confident and reasonably articulate. When given opportunities through well-planned activities, pupils use their developing speaking skills confidently across the curriculum. In Year 6, pupils' vocabulary is extended further and they begin to use complex and grammatically accurate sentences. Their own reading and the teachers' use of good subject related vocabulary in class discussions, play an important part in this development. However, there are too few opportunities, especially for the higher attaining

pupils, to speak at length and use a variety of expression and vocabulary. In a Year 6 lesson, the teacher involved pupils actively in analysing the writer's style in the text, "Good Night Mr. Tom". As a result, some pupils explained their opinions and ideas in an interesting way.

73. Standards in reading are below the expected levels across the school. In Years 1 and 2, a few pupils have progressed beyond simple reading scheme books with very basic vocabulary and sentence structures. Pupils acquire adequate knowledge of letters and sounds to read words and to establish meaning. A few higher attaining pupils read accurately and predict what might happen next. They understand the structure of the books and know about the content page or the index. The lower attaining pupils are beginning to recognise some words in familiar texts but wait for help rather than try and sound out unknown words for themselves.
74. The range of reading material is extended as the children move into the juniors and more able readers choose books freely. Pupils read with increasing fluency and accuracy where teachers make regular checks and keep track of pupils' progress in reading. The books read by pupils in Years 3 to 6 are appropriate to their interest and level of attainment. The higher attaining pupils talk about favourite authors with discernment and are developing a critical appreciation of books. For example, when reading "Harry Potter and the Goblet of Fire", by J. K. Rowling, pupils showed a growing understanding of more complex language. Many pupils still interpret their reading literally and do not easily identify the underlying meaning or appreciate the subtleties of humour. Pupils use non-fiction books to locate and retrieve information within the classroom, but the independent research and study skills of the majority are not fully developed, particularly in subjects such as history and geography.
75. The process of home-school reading is well established and has a positive effect on pupils' interest and progress, particularly in the infant classes. Pupils are encouraged to take reading books home and the reading record books serve as a useful home-school link. However, this system is not consistently used in the juniors and many pupils lose the habit of regular reading at home. Where guided reading sessions are skilfully structured, pupils enjoy reading and achieve well. They show growing understanding of what they read and are fast developing a range of strategies to decipher words they find difficult in reading. Careful monitoring records kept by most teachers include clear and relevant information about pupils' strengths and weaknesses, and these are used effectively to improve standards in reading.
76. Standards in writing are below average by the end of Year 2 and Year 6. Younger pupils are regularly taught the skills of letter formation well as they begin to understand the sounds of particular letters. Year 2 pupils are further extended, and learn about letter combinations and common spelling patterns. Higher attaining pupils write simple sentences and link their ideas well. They use capital letters and full stops with a reasonable consistency. At the start of Year 3, only a few pupils write more than a few simple sentences. Higher attaining pupils are beginning to use more ambitious vocabulary and sentence structures while the least able find it difficult to develop a sequence of sentences. The combination of a well-structured literacy hour together with the whole school focus on improving skills has had a beneficial effect on pupils' writing.
77. Pupils are introduced to the main features of specific genres, for example writing reviews, play-scripts and reports. There are not enough examples of sustained story writing with good attention to developing characters and plot. Pupils' spelling strategies, proof reading skills and vocabulary choice in writing, are insufficiently developed. The amount and quality of recorded work in subjects such as science, history, geography and religious education is limited. Some good examples of word-processed work were noted. However, pupils' independent uses of information technology to word-process, re-draft or edit are under-developed. Pupils regularly practise handwriting in most classes but most pupils do not consistently use a joined script. A few higher attaining pupils write neatly and develop their own personal style.
78. The teaching of English is good overall, and this promotes good learning in lessons. In the best lessons, work is planned to ensure pupils' differing needs are met. Teachers in Years 1 and 2 make good use of enlarged texts both fiction and non-fiction, in the whole-class part of the lesson. This is generally lively and stimulating. For example, in a Year 2 lesson, the teacher made effective use of the 'big book' to illustrate how to use instructions to make a pizza and to help pupils recognise that the information can be presented in different ways. All teachers are very

encouraging and use praise positively so that pupils respond well and try hard in lessons. Their questioning is skilful and includes all pupils at an appropriate level. The final part of lessons is used well to reinforce learning or to give the pupils the chance to perform to an audience. In most lessons, this enhanced pupils' learning and also gave teachers the chance to check that pupils of all abilities had understood. Teachers make sure that pupils know what they are expected to learn and how this links with what they have learnt previously. Lessons are very well planned and organised with a good mix of whole-class, group and individual work. Teachers achieve a good balance between offering support and expecting independence. Most pupils are attentive, eager to answer questions and behave well. The management of pupils' behaviour is good in most lessons. Teachers' marking varies considerably. The best marking was noted in Year 6, which indicated effectively how the writing could be improved. This is good practice and helps pupils focus on mistakes and the next step forward.

79. The management of the subject is good. There is a systematic programme of monitoring teaching and learning. The two literacy co-ordinators are aware of the strengths and weaknesses in the subject and there is effective forward planning. The procedures for assessing pupils' progress are good, and the results of all tests are effectively analysed in order to set individual targets. Useful additions have been made to resources in classes to support the implementation of the literacy strategy. The monitoring of pupils' work is good and the school is well placed to secure further improvements in standards

MATHEMATICS

80. The school's strategies for teaching numeracy are good. Pupils of all levels of prior attainment and from all groups throughout the school are making good progress and are in line to attain at the expected levels at the end of Year 2 and Year 6.
81. In the recent past the school has focused on the teaching of numeracy, following analysis of pupils' prior attainments, which suggested this was an area for improvement. As a consequence of this focus and whole school action, teaching is now good overall at both key stages and centres effectively on the development of mental strategies and confidence in handling number. The resulting enthusiasm of pupils in lessons indicates that the time given to developing this aspect has been worthwhile. Good use has been made of a number of resources to improve teaching. The introduction of pupils' white boards, for example, has contributed considerably to teachers' ability to see at a glance, which pupils have understood a problem and which will need further support. Teaching builds upon pupils' previous learning experiences well as they move through the school. Lessons are carefully planned and clear purposes for learning are shared with pupils so that they know what is expected of them. Teachers have good levels of confidence and expertise and try hard to make lessons memorable and fun. Teachers in parallel classes plan together effectively to ensure that pupils have equality of opportunity and access. They pay good attention to developing pupils' mathematical vocabulary. All groups of pupils make good progress in their learning, successfully developing a secure understanding of number. Pupils with special educational needs are well supported and this enables them to make satisfactory progress, particularly in understanding and using numbers. The small numbers of pupils with English as an additional language make progress in line with their peers.
82. Pupils generally try hard and do their best. They have good attitudes to learning and most are keen to answer teachers' questions and show what they know. Teachers ensure that questioning is pitched to promote the learning of pupils of different ability levels.
83. In the Infant department, pupils learn to recognise simple number patterns. They sort data and make tables and simple graphs to illustrate what they have found. Lower attaining pupils do not always arrive at the correct answers to their problems, but work over the year shows a good, steady rate of improvement. Average attaining pupils start to use standard measurement confidently and are likely to be at the level expected nationally at the end of Year 2. Higher attaining pupils are already starting to work at some aspects of the next level. They work out number problems that include multiplication and division and add and subtract three digit numbers when solving mathematical problems. In the junior department, lower attaining pupils effectively add decimals to one place; they are beginning to organise their work and to check it. Average attaining pupils add decimals to two places correctly. They have a good understanding of place

value and try different methods to solve their problems, using estimates appropriately to check if the work is likely to be correct. Higher attaining pupils make careful use of a range of methods to deduce the solutions to the problems their teachers set them. They have a good awareness of pattern in number and confidently multiply given figures by 10, 100 or 1000.

84. Literacy skills are developed appropriately in mathematics. Teachers give pupils suitable opportunities to practise their listening and speaking skills. There are good opportunities in lessons to explain approaches to problem solving and this extends pupils' confidence in speaking in front of an audience. Satisfactory links are made to information and communication technology in the making of spreadsheets and line graphs.
85. Regular assessments are used effectively to check on pupils' progress. Teachers evaluate how pupils have progressed in each lesson in order to plan the next lesson. Pupils' progress is effectively tracked in monthly books. These and teachers' plans are monitored by the co-ordinator to check for full coverage of the curriculum. All pupils have targets set for their next step of development, these are reviewed each term for pupils in the Infant classes and twice each term for those in the Junior classes. Homework is set regularly and is organised well so that it makes a good contribution to the pupils' learning and progress.
86. The co-ordinator is conscientious in her role and monitors the quality of teaching and standards throughout the school. She has a good level of knowledge and understanding of the teaching of mathematics and is suitably involved in tracking pupils' progress and target setting. She has monitored test results to ensure that boys and girls are making equal good progress, and co-ordinates booster classes for those who need it. There is a clear and accurate plan for the future development of mathematics through the school. Resources are generally good and are used well.

SCIENCE

87. Attainment in science by the end of Year 2 is broadly in line with expectations for pupils at the age of seven. At the end of Year 6, at the age of eleven, although the majority of pupils are likely to attain national expectations for the subject, a much smaller proportion than found nationally are likely to attain above the national expectations and attainment overall is, as a consequence, below national averages. Although pupils are now making good progress as they move through the school, due to recent significant improvements to the curriculum, these changes have not been in place for sufficient time to fully overcome the gaps in pupils' knowledge, particularly in the upper school. However, the changes put in place, with a government-recommended scheme of work for the whole school, science lessons now timetabled regularly on a bi-weekly basis and considerably more attention being given to investigative science at both stages, have clearly had a positive improvement on the quality both of teaching and learning in science throughout the school. Samples of pupils' work undertaken during the school year indicates that pupils have had experience of a range of appropriate science activities covering all elements of the curriculum.
88. In the Infants, Year 1 pupils testing a range of materials to see if they are suitable for "Barnaby Bear's" hat are predicting which materials are waterproof and recording their findings using "smiley faces" for "waterproof", and "sad faces" for "not waterproof" and, as a result, are becoming increasingly familiar with a range of properties of materials. In Year 2, pupils studying health and growth are aware that "one or two chocolate bars are OK but you shouldn't have too many", and have used the internet to obtain information about the five food groups. When asked by the teacher: "What do we need to keep healthy?" they confidently offer: "exercise", "different foods", "lots to drink", "sleep" and "keeping clean". Throughout the stage, pupils are beginning to ask questions about their science work and learning to use focused exploration and investigation, acquire knowledge, skills and understanding and are making good progress from their low level of understanding on entry to the school. In the Juniors, Year 3 pupils reviewing previous work on teeth, know the related vocabulary and most can define: "enamel", "pulp", "incisor", "molars" and "canine". They understand that an adequate and varied diet is needed to keep healthy and that "you need to eat food from the different food groups". A majority are able to name these as "energy-giving foods", "body-building foods" and "maintenance foods" and can give examples of each and offer sensible suggestions for improving a seriously unhealthy (fictional) diet diary provided by the teacher. Year 4 pupils investigating circuits select appropriate equipment to

make a circuit and experiment to find ways of reducing the brightness of the bulb in the circuit. They express their own ideas about finding solutions and, with some assistance, carrying out tests. A parallel Year 4 class use information and communication technology simulations of the same task by clicking on, selecting and moving on-screen components to make circuits, and thereby developing a satisfactory understanding of how varying the components in a series circuit can alter the brightness of a bulb. In Year 5, pupils investigating how to change the pitch of sound made by filling bottles with varying amounts of water understand that "It wouldn't be a fair test if the bottles were different sizes" and are beginning to make simple generalisations about physical phenomena. In Year 6, pupils investigating if the speed at which a solid dissolves can be increased understand that it is crucial to test ideas with evidence for observations and measurements. At the beginning of the lesson when asked what a "solution" is, few offer ideas and, after prompting, the first volunteer suggests "A liquid that allows something to dissolve in" and when asked: "What do we mean if something is soluble?" The first answer offered is "It will not go away". By the end of the lesson, however, their understanding of the concept of solubility improves significantly, due to good teaching, and most understand that some solids dissolve in water to produce solutions and others do not. However, the breadth of their understanding is below expectations for pupils at the end of the Junior stage and only a very small minority of pupils are likely to attain above expectations for their age in the end of Year 6 national science tests and, as a result, overall attainment by the age of 11 is likely to be below national averages.

89. The quality of learning in all lessons observed was linked very closely to the quality of teaching and ranged from very good to satisfactory and was good overall in both stages. In the best cases, pupils make good progress due to well-planned and well-paced lessons, with opportunities for practical, "hands-on" tasks. Pupils' attitudes and behaviour in the Infant classes were good overall and, in the Junior classes, where attitudes and behaviour ranged from good to unsatisfactory, satisfactory overall. Most pupils enjoy their science lessons, work together appropriately and try their best. In the one lesson where attitudes and behaviour were judged to be unsatisfactory this was because a significant minority of pupils did not pay sufficient attention to the teacher and required regular and repeated admonishment during the lesson, reducing the overall pace of learning for the majority of pupils. The quality of teaching in science lessons during the inspection ranged from satisfactory to very good and was good overall in both stages. Teachers give clear explanations and are confident in their subject knowledge. They plan lessons well, with clear links to the National Curriculum Programmes of Study, good links with other curriculum areas such as English and mathematics and, in the best cases, good information and communication technology links. They have appropriately high expectations of pupils' work and behaviour and provide appropriate work and support for the range of abilities within their classes and teachers throughout the school work very hard to ensure subject vocabulary is systematically taught and frequently revisited in order to ensure pupils' frequently low levels of literacy skills do not inhibit their progress.
90. The subject-co-ordinator is very new to the role but has developed a satisfactory overview of science in the school. Resources for the subject are only broadly satisfactory and the co-ordinator is currently purchasing new materials each term to resource units of work to be undertaken as the school year unfolds.

ART AND DESIGN

91. The organisation of the timetable meant that very few art and design lessons were seen during the inspection. Evidence was gathered from discussion with the subject leader, other teachers and pupils, and from looking at teachers' plans and pupils' work. Overall, standards are at the expected level for pupils at the age of seven and eleven. The teaching of those for whom English is an additional language enables them to do as well as other pupils. Higher attaining pupils and those with special educational needs do well because they get extra challenging work that stretches them or extra support when completing tasks. There are very good examples of work on display, for example, weaving using unusual looms like the garden trellis and the bird-cage by pupils in Year 2.
92. Pupils' work shows that they have drawn and experimented with line, colour, tone and texture well. Across all year groups there are sound examples of this work. During the inspection, a Year 3 class learned about techniques in using oil pastels in their artwork of portraying

relationships. The texture work, using pastels, was found to be quite difficult by pupils in this lesson but they successfully created their artwork using mixed media. Some of this work shows a good level of skill for Year 3 pupils. There is good work in the Junior classes based on the Aboriginal art. Almost all the work in pupils' sketchbooks shows that all the pupils are working at their own level and using their own skills. The appropriate use of sketchbooks to develop skills in art and design is not yet fully recognised. Some pupils clearly have some flair for art and have used colour superbly in decorating tiles, and construction of different types of houses, for example, an igloo. There are a few examples of well-finished three-dimensional work using quick dry clay and use of textile for patchwork quilts.

93. There is no art and design on a large scale and no big collages or paintings. Pupils have not been able to develop their ideas for large-scale use of colour in paint or material. The sketchbooks show that skills in two-dimensional work in pencil and crayon are satisfactory, but the design element of the subject is not well developed. The skills in art are not always planned and taught progressively across the school. Pupils are suitably encouraged to evaluate their own work and that of others and to make further improvements. There are also some good examples of computer-aided artwork on display. Pupils enjoy art and design. Pupils in all year groups talk enthusiastically about the work.
94. Teaching was satisfactory in the lesson observed. The work on display shows that many teachers bring considerable personal skills in art to their teaching. They teach basic art skills well, for example the work on blending colour, and pupils have made good progress in understanding how to use shades of colour together for effect, for example in portraits of Henry VIII and his wives by pupils in Year 4. Teachers' general teaching skills are good. This means that they prepare and organise well, and manage pupils and time effectively. Pupils therefore work in a calm atmosphere and can concentrate and develop their skills. In most classes teachers take time to comment positively but could advise more. Tasks are interesting and in line with the requirements of the National Curriculum.
95. The subject leadership is strong. Art has a good profile, although not much time is allocated to the teaching of art. The school makes good use of opportunities to learn to appreciate the work of others, through display both of pupils' work and of the work of great artists. Good artwork is on show around the building. This means that there is ready access to examples from which pupils can learn through observation and discussion. There is no world art and design, thus missing the possibility of developing pupils' multi-cultural awareness through the display of artwork.

DESIGN AND TECHNOLOGY

96. Standards achieved by the end of Year 2 are good and above those usually expected for pupils of that age. Standards for pupils by the end of Year 6 are in line with national expectations.
97. No lessons involving pupils in Years 1 and 2 were observed. However, scrutiny of work on display demonstrates good standards of achievement and progress in learning. Pupils in Year 1 have tasted fruit and vegetables and have drawn a graph of their favourite vegetables. They generate ideas, using pictures and words to show what they can do and have proceeded to design a fruit or vegetable salad. There were numerous different designs such as a bowl of melon, banana and grapes or kiwi and pineapple. They ask themselves what the product is for, how to make it exciting and how to present it. Pupils in Year 2 make good progress in developing their skills. For instance, both Year 2 classes have designed and made a collage of the Great Fire of London, connected with their work in history. These good designs showed houses made from cardboard, stiffened with paint, with tissue painted yellow and red to represent the flames. The results were of a high standard. These pupils had also progressed with different ways of weaving, using unusual looms such as a garden trellis and bird-cage. They have also made some "Nick Sticks", with St Nicholas on one side and the devil on the other as are used and made in Eastern European countries. They are currently practising running stitches to make Joseph's coat. The quality of work shows how interested they are and they are being taught specific skills.
98. Pupils in Years 3 to 6 also achieve well. Year 3 pupils design and make a box for biscuits. They produced their own ideas and their mathematical skills were employed in drawing, at first, a net - some with cubes, some with cuboids and some with pyramids. Pupils in Year 4 progress to making simple mechanisms that produce different movements for pop-up books. Pupils had their

own designs, for example there was a folding mechanism, a double pop-up, a single pop-up and one with a flap that tells a story. Year 5 pupils have designed their own musical instruments. Some had designed and made maracas using a bottle, coloured paper maché and dried peas and rice. Another had designed panpipes using tubes. Following a design brief, pupils in Year 6 are designing slippers and have to ascertain the shape, materials to use and for what age group in particular. A variety of designs were shown, for example there was one with a ladybird for a girl teenager and another with a guitar motif for an 18 year old who likes rock music. They draft detailed plans and begin to understand how materials can be combined.

99. In the lessons observed, the teaching was good. This is because the teachers know their subject, are able to put it over clearly to the pupils and can hold the attention of the class well. As a result, pupils obviously enjoy the lessons and convey some useful designs. All staff work hard to provide activities that are challenging but within pupils' capabilities. Pupils have a good attitude to the subject and good behaviour is promoted with due attention to safety. Teachers' developing knowledge and understanding of the subject are evident in the emphasis given to focused private tasks. This is helping to raise standards.
100. Assessment of the subject takes place using the nationally recommended documents. At the end of each topic, the learning is evaluated. Teachers also use a traffic light system at the end of each lesson to note how pupils have progressed. Resources are adequate. Leadership and management of the subject is satisfactory at present as the co-ordinator is temporarily in charge whilst the deputy head, who normally manages the subject, is absent on maternity leave.

GEOGRAPHY

101. Attainment is in line with national expectations by the end of Year 2 and Year 6. Pupils in Year 1 demonstrate an awareness of the local area and have drawn a graph of parking in Kelston Close, leading to the school, and have noted where it was possible to cross the road. This was part of the campaign "stop, look, listen and be safe". In discussion with Year 2 pupils, they knew that in geography they learnt about the world. They were able to identify England on a map of the world and the four home countries on a map of the United Kingdom. They were unable to identify Bristol, their home city, but they could identify London. They have also been studying the travels of Barnaby Bear and received a card from him from Bury St Edmund's, which they also located on a map. They have progressed in drawing maps of their journey from home to school.
102. Good progress is made in Year 3, where pupils have coloured maps of the world indicating the differing climates. Assessment was made on the weather around the world and most pupils could name a country appertaining to a particular type of weather. In the lesson observed, pupils, working in pairs, investigated twelve different countries around the world. When asked, the pupils concerned were able to point out Brazil and Egypt on the world map. They wrote their evidence in small passports, which they had made. For example, one pupil wrote that it was cold in winter in Russia and another that it was warm in Fiji. In learning about the environment and pollution, pupils in Year 4 looked at the noise levels in the school at different times and constructed a chart on pollution. These pupils had some good ideas on how to improve the environment by reducing packaging and recycling materials.
103. Pupils in Year 5 have continued the theme on the environment and have drawn plans on how water is treated in a sewage works. Very little geography has been taught in Year 6 so far, but from discussion with pupils they were able to find the scale, correctly, on an Ordnance Survey map and could give 6-figure map references, for example of a church and a station. In their studies, they could place St Lucia on the world map and know that it is susceptible to hurricanes.
104. Teaching is always at least satisfactory overall. In the two lessons observed, teaching varied from good in one to satisfactory in the other. Where it was satisfactory, the management of pupils was in need of tightening and the pace was only adequate. However, teachers have good subject knowledge and question the pupils well. They ensure that all pupils are included, particularly those with special educational needs. Where teaching is good, the pupils are better motivated and show a positive attitude and purposeful behaviour. The school works hard at the pupils' vocabulary and although there is a low level of literacy skills, these do not inhibit their learning in geography.
105. The co-ordinator has recently taken over the subject but has had no opportunity for direct monitoring of teaching. Assessment takes place at the end of each unit and a traffic light system is used effectively at the end of each lesson to ascertain how much the pupils have learnt. This system helps with planning of future lessons. Resources are quite good. The school follows the nationally recommended guidance and pupils achieve well

HISTORY

106. Standards obtained by pupils in Years 2 and 6, are in line with national expectations and pupils make appropriate progress in their learning. Pupils in Year 1 demonstrate appropriate awareness between past and present. For example, they have looked at toys representing different periods on a timeline and compared old toys with new ones. Pupils have also compared their own teddies with those of their parents and grandparents.
107. Pupils in Year 2 study the 'Great Fire of London'. This is connected with their lessons in design and technology where they have made two good collages of the fire. In discussion with some of the pupils, they know and understand that history is the study of the past. They know that the Great Fire started in 1666 in a bakery in Pudding Lane and lasted for five days. They also know that much of the information came from Samuel Pepys' diary. Remembrance Day occurred a few weeks before the inspection, and pupils knew that they commemorate soldiers who died in the two World Wars. They recalled the reason why people wear poppies.
108. In Year 3, pupils gain knowledge and understanding of Ancient Egypt, in particular their tombs, burials and beliefs about life after death. For example, they were able to recall the names of some of the gods. In a good lesson observed, pupils were interested in how a body was mummified and in different ability groups were able to describe, within their capabilities, how this was done. Year 4 pupils, in an assessment, were able to recall who the Tudors were; three kings and queens and the six wives of Henry VIII. They also know why Henry VIII divorced Catherine of Aragon.
109. Pupils in Year 5 have made a study of the life of children in Victorian times. They know that Lord Shaftesbury tried to make conditions better and that some acts were passed to try and improve life, such as the Factories Act and Mines Act. A study of the Aztecs has been made by pupils in both classes in Year 6. On questioning pupils, they were able to point out Mexico on a world map. They know that the Spanish, under Cortez, fought the Aztecs and sold them as slaves. They know that the Aztecs made temples and worshipped gods. Year 6 pupils could also answer questions on the Victorians and Tudors, which they had remembered from previous years' teaching.
110. The teaching was good overall, and that observed varied from satisfactory to very good. Where it was satisfactory, the information given to the pupils was not pitched at an appropriate level and time was not well used. Where the lessons are very good the teaching is inspired, the pupils are extremely well challenged and show keen interest. This was particularly noted in a lesson in Year 2 on the Great Fire of London. Here the teacher acted as an archaeologist, which she had discussed with the whole class. She had a box full of evidence and challenged the pupils to offer suggestions, which stimulated discussion. In another very good lesson with a Year 6 class, the teacher held the pupils' attention with some good questioning about the Aztecs, which initiated some good responses from the pupils. The pupils acted as archaeologists and were given six large boxes of sand with broken artefacts which they had to find. Work was well matched to pupils' different abilities and the higher attaining pupils had some pieces of artefacts missing but all had to identify the objects. Pupils were then given photographs of Aztec artefacts, which had been cut into a number of pieces. Again, the higher attaining pupils had some pieces missing but all pupils had to fix the pieces together and then identify the objects.
111. Although literacy skills are at a low level, this does not inhibit the pupils' learning. They learn mainly through good teaching, which uses a good variety of approaches for example, the use of artefacts such as those obtained for Year 2 from the London Museum and the use of the internet. In a good lesson observed with another Year 6 class, half the class at a time found and downloaded information from the internet about the Aztecs whilst the other half looked at three different pictures of Cortez and the Aztecs and were stimulated and challenged to evaluate evidence from the pictures
112. The subject is well led by a co-ordinator qualified in history. The school has adopted a national scheme of work. Assessment takes place at the end of each topic. A traffic light system is used effectively with a check sheet at the end of each lesson to ascertain how much the pupils have learnt and understood. This helps with future planning. Resources are good. Visits are made to museums. There are some good displays around the school, in particular on the Great Fire of

London and also a timeline display from late BC to the present day in the Junior hall, which helps pupils develop a sense of chronology.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. A number of whole class information and communication technology lessons were observed at each stage during the inspection in the school's "ICT suite". In addition, a survey of pupils' work during the current school year, was undertaken, together with observations of pupils working at computers during lessons and discussions with pupils about what they could remember of their work. These observations indicate that most pupils have made good progress from a low level of attainment on entry and pupils in Year 2 and Year 6 are on course to achieve standards expected for their age. Pupils have made particularly good progress in the past two years following significant changes to the curriculum. They now regularly and confidently use the internet to research topics, and there is satisfactory and developing use of information and communication technology in other curriculum areas such as history, mathematics, art and science. This improvement is due to the very good subject knowledge and enthusiasm of the subject co-ordinator, significant improvements in the range and quality of equipment, training undertaken by all teaching staff, the adoption of a government-recommended scheme of work throughout the school and the recent introduction of a whole-school assessment system.
114. In the Infant classes, pupils in Year 1 add "stamps" to a screen picture, confidently selecting which stamp to use to make a "fantasy" or "realistic" picture. They use the mouse confidently and accurately to "drag" icons and reposition them to "make something happen". Pupils in Year 2 draw hedgehogs in pencil and then transfer their drawings to the computer, using the mouse and drawing and painting software. They develop their keyboard skills by writing stories directly onto the computer, using the "caps lock", and create pictures using the "flood fill" tool in a cross-curricular art/mathematics activity where they produce designs in the style of Piet Mondrian. Year 3 pupils produce a poster to promote health care and locate and open their previously-saved work from the week before, open up the "clipart" collection and conduct a search for illustrations of teeth. Once an illustration has been found and chosen, a small number are able to "import" this into their word-processing document unaided. Year 4 pupils explore the internet for relevant information and once found and selected, "cut and paste" this information into a document. Pupils in Year 5, employing a traffic light simulation, are developing, refining and testing sequences of instructions in order to make things happen and pupils in Year 6 setting up a "spreadsheet" to solve a given problem are accessing Internet "search engines" to find, for example, the cost of entry to a range of given attractions and a route-finder site to find the distance of each attraction from the school so that the cost per visitor can be calculated.
115. The quality of teaching and learning was good in both lessons observed in the Infant classes and was good overall in the Junior classes, but ranged from very good to unsatisfactory. Most pupils are keen to work with the computers and work together appropriately, taking turns and working independently where required. Where the quality of learning was unsatisfactory, in one lesson, this was because the teacher was insufficiently well-prepared and the pace of the lesson was unsatisfactory, which had a negative impact on the pupils' learning. Most teachers are confident in the subject and demonstrate good classroom management skills. They make good use of the school's information and communication technology suite to undertake whole class lessons in a range of subjects as well as specific information and communication technology-skills lessons. All pupils, including those with special educational needs and English as an additional language, are well-included in all activities; lower attaining pupils are well-supported by teaching assistants and, in the best cases higher attaining pupils are well-challenged by extension activities.
116. The school is well-resourced for information and communication technology with an "ICT Suite" with 15 new multi-media computers and a "mini-suite" in the Infant building with 6 computers as well as computers in each classroom and a number of "laptop" computers and "floor turtles". Although this is a significant improvement in resources, the school is aware of the need both to increase the number of computers available in the "ICT suite" and to re-arrange the layout of the room in order to make it possible to teach a full-sized class of 30 pupils more effectively. Funds obtained from the government's "National Grid for Learning" scheme have been used well to purchase new computers and to provide in-service training in the new equipment. Additional information technology equipment such as programmable "floor turtles", sensor equipment and digital cameras are used effectively. The subject co-ordinator is very enthusiastic about the

subject, has a very good overview of the curriculum and has made very good progress in improving standards since joining the school.

MUSIC

117. Music plays an important part in the life of the school. Evidence from lessons and assemblies observed, along with discussions with staff, an analysis of teachers' planning and a scrutiny of videos and tapes of previous performances indicate that pupils achieve well and standards are above those expected nationally for pupils aged seven and eleven. As this is a newly formed school, it is not possible for a judgement to be made against previous inspection findings. Pupils with special educational needs achieve as well as the other pupils.
118. In a Year 1 lesson taught by the music co-ordinator, pupils made very good progress in their understanding of long and short notes as they learned a new song, Ho Jack Frost. Pupils used percussion instruments well to add accompaniment to the song and produced a very good performance at the end of the lesson. Year 2 pupils sang a good number of songs from memory with great enthusiasm and very good attention to rhythm, adding actions to many songs with obvious enjoyment.
119. Pupils in Years 3 to 6 build on these firm foundations. Year 4 pupils learn The Skye Boat Song, paying particular attention to the phrasing and mood of the music. Pupils suggest adjectives, which describe the mood, and this assists their literacy development. A music specialist teaches years 5 and 6. This helps their musical development and enables them to reach a good standard of attainment. In a very interesting introduction to a Year 6 lesson, pupils were challenged to listen to six pieces of music in rapid succession and chart, "What do you hear?" The pupils rose to the challenge and made good use of knowledge gained in previous lessons to help them give accurate assessments of the tunes.
120. Observing the school choir rehearsing for a performance at Christmas was a real joy. All the pupils sang beautifully and the teachers used praise and encouragement well to help boost the pupils' self esteem. Particular attention was given to posture and breathing, which helped all members to achieve a high standard of performance.
121. Peripatetic specialist music teachers work with groups of children. Pupils appreciate the input of these talented musicians. The school owns a good range of resources, including both tuned and untuned percussions instruments. It is working to expand the range of instruments from other cultures. Pupils handle instruments with respect. Lessons are a good balance of listening and performing and develop both skills effectively. Singing in assemblies is good and all staff are involved.
122. Teachers have a very good understanding of the subject and teach with confidence. The co-ordinator is a talented musician whose enthusiasm inspires teachers and pupils alike. Her skilful planning leads to very good teaching. There are very good opportunities for pupils to share ideas and talents. Teachers often set open-ended tasks that allow pupils to express themselves imaginatively. Pupils with special educational needs do well in this subject, developing their creative talents and interests. Varied opportunities are given for pupils to experience the works of traditional and modern musicians and music has a high profile in the school. For example, as pupils came into the hall for one assembly the pupils sang "Mr. Mistoffelees," a song from the show Cats, while in another assembly they sang a soothing song very quietly, which created a calm and thoughtful atmosphere.
123. The subject is well managed. All pupils thoroughly enjoy their music and sing with feeling in assemblies, often uplifting the cultural and spiritual dimension.

PHYSICAL EDUCATION

124. Although it is not possible to make comparison with pupils' earlier learning, they attain standards which are above those expected nationally by the end of Year 2 and Year 6. During the inspection it was possible to see lessons in games, gymnastics, swimming, dance and a variety of extra curricular training sessions. All pupils, including those with special educational needs, make good progress in their learning as they move through the school. Attainment in swimming is good with most pupils in Year 4, after a year of instruction, able to swim at least 25 metres.

Higher attaining pupils swim much further and in good style. Swimming is very popular with many pupils in the school.

125. Pupils in Year 2 learn to follow instructions and listen well to suggestions for improvement. In their games lesson they reached a high standard in passing and catching a large ball. They remembered from previous lessons where to put their hands as they worked in pairs to practise passing the balls to each other. In Years 3 to 6, pupils continue to make good progress in their physical development. Very good routines have been established to allow all pupils to warm up and cool down at the beginning and end of the lessons and all pupils know why it is essential to do so. Pupils watch each other perform and, in a supportive way, help by critically suggesting ideas to improve. A Year 3 class showed they knew what made a good dance by their suggestions on how to make improvements. A Year 5 class gave a very good demonstration of how to interpret a story in dance. They imagined they were overworked Victorian servants. All the class gave a very good final performance, including pupils with special educational needs who were well supported by their carers. The school has also been involved in a special dance project and perform for the neighbouring residential home for the elderly who appreciate their visits.
126. The quality of teaching is good overall. In lessons observed it was never less than good and in a Year 6 gymnastics class it was excellent. Lessons are well planned and structured. Teachers display good subject knowledge and several are able to demonstrate very good movements for their pupils which help to improve their performance. As a result of the teachers' high level of management skills the pupils work hard, and at a good pace and progress well in their learning. Pupils have positive attitudes to this subject, behave well and enjoy working individually, in pairs and small groups.
127. The leadership of the subject is good. The co-ordinator has worked hard to support staff in developing their teaching and to create good team work that has improved pupils' learning. He has good knowledge of the subject and uses after-school sporting activities well to extend opportunities for pupils. Resources are good; they are well stored and carefully used by pupils who are encouraged to take responsibility for them. The school has two spacious halls, which are well used, and an extensive playing field. The residential visits help develop pupils' social skills as well as providing opportunities for outdoor pursuits.

RELIGIOUS EDUCATION

128. An analysis of pupils' work, displays and discussions with pupils and teachers indicates that pupils are making good progress and generally attaining the standards expected in the Locally Agreed Syllabus by the end of Year 2 and Year 6. The policy and the scheme of work have been reviewed and the school follows the syllabus effectively.
129. By the end of Year 2, pupils reach the expected standard in their knowledge and understanding of the subject. Pupils in Year 1 learn that some gifts are precious though they cost nothing, for example kindness and thought for others. Year 2 pupils build on this foundation and extend their knowledge of Bible stories, for example The Story Of The Prodigal Son and The Story Of The Good Samaritan. They also learn about Sikhism.
130. By the end of Year 6, pupils have increased their understanding of the significance of key people in the religions they have studied, for example Buddhism. In Year 4 pupils learn about Hindu shrines and Hindu homes. They have an understanding of the need to take responsibility for their actions and consider other viewpoints in a mature way.
131. Pupils' attitudes and their responses to the tasks set before them are good. Most pupils listen carefully and work quietly when carrying out written tasks or completing research and this has a positive impact on their learning. They willingly share ideas with others. The views of all pupils are always included in discussions. For example, in a Year 1 lesson the class teacher included every pupil in the discussion about precious presents, waiting patiently for those pupils who needed time to think of their answers. An analysis of the work over the past term shows that teachers ensure through good planning that the relevant curricular material is covered.

132. As teachers are aware that many pupils still find it quite difficult to express their ideas in writing they ensure that other methods are often used to help pupils reach the required level of knowledge and understanding in this subject. For example, while Year 4 write The Christmas Story in the form of a newspaper report, Year 1 pupils discuss precious gifts by examining a number of presents, beautifully wrapped by their teacher who created an atmosphere of awe and wonder, especially as she told the class they could open the presents in the next lesson. As Year 5 learn about how Muslims express their belief, the teachers use important resources, such as slides to help pupils understand the importance of Ramadan to Muslims, which ends with the festival of Eid. This stimulated the pupils' interest in the lesson, which gave all pupils an opportunity to appreciate the practice and religious observance of another religion. In a Year 6 lesson the teacher skilfully led a lively discussion as the class prepared questions they wanted to ask a visitor to gain more understanding of other people's beliefs and practices. After allowing the pupils time to discuss their ideas in pairs, the teacher created the questionnaire on the board from their suggestions, which showed they had thought deeply about their questions.
133. The quality of teaching is good overall. Teachers have good knowledge and understanding of the subject. Lessons are well planned. Teachers are careful to avoid dogma and give respect to artefacts and beliefs, even when not of their own personal belief. They tell faith stories well with regard to spiritual content. They effectively encourage pupils to consider all the main features of the story, especially the feelings and emotions of the key characters. The clear learning objectives are shared with the pupils so that they know what they are expected to learn in the lesson. Generally, teachers maintain a good pace and have high expectations that lessons will contribute to pupils' personal as well as academic development.
134. The co-ordinator has worked hard since she took responsibility for the subject in September 2002. The curriculum has been reviewed and steps taken to ensure that all pupils, including those with special educational needs, cover the appropriate areas of the syllabus. Information and communication technology is just beginning to be used in the subject. Assessment opportunities are now identified in the scheme of work but have not yet been fully implemented. The school has a limited number of resources but makes good use of the loan system for resources from a centre in Bristol.
135. Religious education lessons make a good contribution, together with acts of worship, to pupils' spiritual, moral, social and cultural development, and to their literacy skills. The emphasis that teachers place on the need to show care and concern for others supports the teaching of religious education and contributes well to pupils' personal development.