

INSPECTION REPORT

BOWSLAND GREEN PRIMARY SCHOOL

Bradley Stoke, Bristol

LEA area: South Gloucestershire

Unique reference number: 130257

Headteacher: Mrs L Topps

Lead inspector: Harold Galley

Dates of inspection: 24th May - 27th May, 2004

Inspection number: 255572

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	280
School address:	Ellicks Close Bradley Stoke Bristol
Postcode:	BS32 0ES
Telephone number:	01454 866766
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Alison Sotherton
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

Bowsland Green is an above average size primary school, with 280 pupils on roll. Almost all pupils are white, although there are small numbers of pupils from various ethnic groups, the largest, with just nine pupils, being Asian or Asian-British Indian. 8.5 per cent of pupils speak English as an additional language, although few are at the early stages of speaking English. There is an even mix of boys and girls, although there are significantly more boys in Year 2 and Year 6. The school was built in 1995 and serves the area of Bradley Stoke in Bristol. Although only 5 per cent of pupils are entitled to free school meals, well below the national average, attainment on entry to the school is below average. There are pockets of social disadvantage in the area. The proportion of pupils with special educational needs is above average. In recent years the school has developed a reputation for the high quality of its special needs provision, and presently has 17 pupils with statements of special educational needs, around four times the level expected for a school of this size. Ten pupils have been assessed as autistic, seven with dyslexia, five with moderate learning difficulties and one with severe learning difficulties. The school has been awarded several accolades since the last inspection, including the 'Investor in People' and two 'School Achievement' awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21313	Harold Galley	Lead inspector	English, English as an additional language, Information and communication technology, Personal, social and health education.
9426	Lynda Barley	Lay inspector	
22578	Gavin Jones	Team inspector	Areas of learning for children in the Foundation Stage, Science, History, Geography.
27333	Richard Selby	Team inspector	Special educational needs, Mathematics, Art and design, Design and technology, Music, Physical education, Religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bowsland Green is a **good** school, providing **good** value for money. Pupils **achieve well** in English and mathematics in Years 3 to 6. Teaching is **good** overall, with **consistently good** or better teaching in Years 3 to 6 and in the Foundation Stage (reception).

The school's main strengths and weaknesses are:

- The quality of teaching and learning is consistently good in Years 3 to 6.
- Attitudes to learning are very good.
- Children make a good start in the Foundation Stage.
- Leadership and management are good; the headteacher has a very clear vision for the school's development.
- Provision for pupils' personal, social and health education is very good.
- Provision for pupils with special educational needs is good.
- Standards in information and communication technology (ICT) are below the expected level throughout the school.
- More able pupils are not challenged enough in science.
- Teaching in Years 1 and 2 is only satisfactory, with particular weaknesses in the teaching of writing.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	B	A
Mathematics	E	E	A	B
Science	D	C	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The results attained by pupils in the 2003 National Curriculum tests were the best ever achieved. Standards were above average in science and English, and well above average in mathematics. The school recognises that these results were uncharacteristic, as this year group had a lower than normal proportion of pupils with special educational needs, and a greater proportion of more able pupils. Standards observed in the present Year 6 were lower in English, mathematics and science. This is entirely due to a much higher proportion of pupils with special educational needs and fewer more able pupils in this year group. Attainment on entry to the school is below average, but children make a good start in the Foundation Stage achieving well in all areas of learning. This good start is not maintained in Years 1 and 2, where pupils' progress is satisfactory overall, but with unsatisfactory progress in writing. In 2003, standards at the end of Year 2 were average in mathematics, below average in reading and writing, and very low in science. A weakness in science was the very low proportion of pupils reaching the higher level 3. Standards in other subjects are at the expected level, apart from ICT where standards are below expected levels throughout the school, and personal, social and health education where standards are above the expected level. In Years 3 to 6 pupils achieve well in English and mathematics. In science, achievement is satisfactory overall, but

not enough is done to challenge more able pupils. Pupils with special educational needs, and those who speak English as an additional language, are well supported throughout the school and achieve as well as their peers. Pupils' personal development is good overall, with very good provision for pupils' social and moral development. Attitudes to learning and pupils' behaviour are both very good. Attendance is average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good in the Foundation Stage. Teaching in Years 1 and 2 is satisfactory overall, but with significant weaknesses in one class. Although reading is taught well, there are weaknesses in the teaching of writing. A notable feature of teaching in Years 3 to 6 is its consistency. Here during the inspection every lesson observed was judged to be at least good, with a small amount of very good teaching. A key feature of these lessons was the very good management of pupils, secure subject knowledge and lively presentations. Teachers in Years 3 to 6 have high expectations of behaviour, effort and work. Relationships are very good and lead to an industrious and purposeful atmosphere in lessons. Pupils with special educational needs are well supported and take a full part in all aspects of school life. Teachers use assessment well to plan appropriate work for pupils in English and mathematics, but less effectively in science, where more able pupils are not challenged enough. A significant weakness is the unsatisfactory use of ICT to support learning in subjects across the curriculum. The school provides an interesting, broad and balanced curriculum enriched by a good range of visits and visitors and by several stimulating after school activities. The school gives very good support, advice and guidance to pupils, especially those who have special educational needs. Good partnerships with parents, the community and other schools make an invaluable contribution to the school's success.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are good. She leads with tremendous energy and very clear vision, and is ably supported by key staff. Governors are well led by the chair and vice chair, take a keen interest in the development of the school, and fulfil their responsibilities effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are positive. Parents have a high regard for the headteacher and appreciate the approachability of all staff. Pupils are proud of their school and feel their views are valued and acted upon.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- Raise standards in ICT and make better use of ICT to support learning in other subjects.
- Provide more challenge for more able pupils in science.
- Improve the quality of teaching in Years 1 and 2, particularly with regard to the teaching of writing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From a below average starting point, pupils achieve well to reach broadly average standards by the end of Year 6. Standards observed during the inspection in Year 6 were lower than the previous year. The school recognises that that the 2003 Year 6 group had a much lower proportion of pupils with special educational needs and a higher proportion of more able pupils.

Main strengths and weaknesses

- In 2003, standards at the end of Year 6 were well above average in mathematics and above average in English and science.
- Pupils achieve well in Years 3 to 6.
- Pupils with special educational needs achieve as well as their peers.
- Standards are above the expected level in personal, social and health education (PSHE).
- In ICT, standards are below the expected levels throughout the school.
- More able pupils are not challenged enough in science.
- Standards remain too low in writing in Year 2.

Commentary

1. When children join the school their attainment is below average. They make good progress in the reception class as a result of consistently good teaching. Children achieve well in the key areas of personal, social and emotional development, communication, language and literacy and mathematical development. By the end of the reception year, most children have reached the expected levels for their age group.

2. A very good feature throughout the school is the level of support for the many pupils who have special educational needs. As a result of this their achievement is good. Pupils' individual education plans are carefully drawn up with well matched targets. Weekly targets have written evaluations. These plans are monitored very regularly and make a very good contribution to pupils' progress. Pupils who speak English as an additional language are well supported and make the same progress as their peers.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.8 (15.0)	15.7 (15.8)
Writing	13.6 (13.4)	14.6 (14.4)
Mathematics	16.2 (16.3)	16.3 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year

3. In the 2003 National Curriculum tests and assessments, standards at the end of Year 2 were below average in reading and writing, average in mathematics, but very low in science. The results in science placed the school in the bottom 5 per cent nationally. A feature of these

results was the low proportion of pupils reaching the higher level 3, particularly in science. Standards have not kept up with the rising national trend since the last inspection. The standards observed during the inspection were higher, with pupils reaching average standards in reading and in mathematics. Standards in science, although higher than last year, are still below average. Standards in writing have not improved and remain below average. However, given pupils' below average attainment on entry to the school, levels of achievement are at least satisfactory in all areas.

4. In other subjects, standards at the end of Year 2 are at the expected levels apart from in ICT, where standards are below, and PSHE, where standards are above.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.8 (24.9)	26.8 (27.0)
Mathematics	28.4 (25.6)	26.8 (26.7)
Science	29.7 (28.5)	28.6 (28.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year

5. In the 2003 National Curriculum tests, standards at the end of Year 6 were above average in English and science, and well above average in mathematics. These were the best results achieved by the school and a notable feature was the above average proportion of pupils reaching the higher level 5 in all three subjects. Standards have risen well above the national trend since the last inspection.

6. Standards observed during the inspection were lower in all three subjects. This reflects a much higher proportion of pupils with special educational needs, including three pupils with statements of special educational needs, in the present Year 6 group. An additional factor is that the school's tracking data shows that few pupils in this year group reached the higher level 3 in their Year 2 tests in 2000. Standards observed during the inspection were average in English and mathematics, but slightly below average in science. A weakness in science, reflecting a similar weakness in Year 2, is the limited proportion of pupils reaching the higher levels.

7. In other subjects, standards at the end of Year 6 are at the expected levels, apart from ICT where standards are below and PSHE where standards are above the expected level.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work and their values and personal development are very good. Provision for pupils' spiritual, moral, social and cultural development is good. Pupils' attendance is in line with the national average.

Main strengths and weaknesses

- Relationships across the school are very good. Pupils show respect for one another irrespective of background, gender or ability.
- Pupils with special educational needs are integrated very well into school life.

- The school has very good procedures to promote good attendance by pupils including a house cup and good attendance plaques.
- Pupils' attitudes in lessons and standards of behaviour are very good but some pupils, particularly in Years 1 and 2, present challenging behaviour.
- The development of pupils' spiritual and cultural awareness is not consistently provided for across the school.
- Parents feel their children like going to school and are encouraged to become mature and independent.

Commentary

8. Pupils' attitudes to school are very good. All pupils, including children in the Foundation Stage, are keen to come to school, showing a real enthusiasm to participate in activities. Pupils are proud of their school and enjoy school life. Almost all the parents who completed Ofsted questionnaires agreed that their children like school. Tasks are appropriate and give good levels of challenge. Pupils show good levels of concentration and try hard. They contribute readily and with growing confidence in class. Year 6 pupils have opportunities to show initiative and take responsibility through the school council, house system and playground helpers, but there are few opportunities for younger pupils. Pupils' speaking and listening skills are developing well. Pupils follow instructions accurately.

9. Pupils keep to the school's own 'Golden Rules' and their behaviour is very good both in lessons and at break times. Some pupils present challenging behaviour. Instances of unsatisfactory behaviour are not related to pupils with special educational needs and are most evident in Years 1 and 2 where pupils are not yet fully accustomed to school life. There were three fixed period exclusions last year.

10. Relationships across the school are very good. During break times pupils play well together. Pupils particularly value the friendships they have in school. There are high levels of mutual respect and all pupils, irrespective of background or ability, are fully accepted into the school community. Incidents of bullying are few and are effectively dealt with by the school, although some parents expressed concern in the Ofsted questionnaires. Pupils respect their teachers and have confidence in them. Boys and girls do not have many opportunities to mix but the school has an effective buddy scheme and older pupils are supportive of younger ones. Pupils listen to each other, show consideration for others, and their self esteem is good. These attributes are particularly well promoted in PSHE lessons and 'circle time' held regularly in all classes.

11. The vast majority of pupils with special educational needs and those who speak English as an additional language demonstrate the same very good attitudes to the school and learning as their peers. Where some of these pupils have emotional difficulties and occasional lapses, staff are quick to deal with difficult situations so that other pupils are not unduly affected. Pupils are dealt with sensitively at times of stress and the talents of the teaching assistants in re-establishing good attitudes deserve praise.

12. Pupils' moral development and social development are very good. Teachers and pupils work together and develop a strong moral framework. Older pupils take responsibility as playground helpers which helps to ensure all pupils feel safe in the school. Teachers provide very good role models and pupils understand why some actions are wrong or hurtful. The school's behaviour policy is promoted well by all staff, and classes formulate their own class rules. There is a strong rewards system for good behaviour and positive attitudes involving

‘golden leaves’ linked to the house system. Pupils show great respect for other people and living things.

13. Spiritual awareness of pupils is being developed through religious education and school assemblies with the support and involvement of the local church. There are pockets of good practice but it is not consistently applied or planned across the curriculum. Cultural awareness of pupils is satisfactory but not consistently planned for across the school. Pupils appreciate the differences in people and are learning to value other ideas and beliefs. Pupils’ families help with celebrations of religious festivals whilst a range of cultures are incorporated into project work, art and music. During the inspection Years 1 and 2 made a lively presentation to their parents and carers of their learning about African, Australian and Italian cultures.

14. Attendance and punctuality are satisfactory. The school monitors attendance very effectively, in particular, promoting good attendance through the house system and by awarding attendance plaques. Parents and carers make good efforts to ensure the attendance of their children and the school has regular contact with the education welfare officer.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
234
0
16
1
1
1
0
9
2
0

Number of fixed period exclusions	Number of permanent exclusions
3	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The school makes good provision for pupils with special educational needs and for those who speak English as an additional language. The school is well regarded by parents and has justly developed a reputation within the wider community for the quality of its special educational needs provision.

Teaching and learning

The quality of teaching and learning is good. Teaching is consistently good, with some very good features in the reception class and in Years 3 to 6. Teaching in Years 1 and 2 is satisfactory overall, but with some poor teaching in one class.

Main strengths and weaknesses

- Relationships between adults and pupils are very good and the inclusive ethos creates an effective learning environment.
- Teaching in the Foundation Stage is good with some very good features.
- In Years 3 to 6, all teaching is at least good.
- Teaching of pupils with special educational needs is good.
- More able pupils are not sufficiently challenged in science lessons.
- In Years 1 and 2 there are weaknesses in the teaching of writing and, in one class, poor management of challenging behaviour.
- Throughout the school, teachers do not make enough use of ICT to support pupils' learning.

Commentary

15. Teaching in the Foundation Stage is good. A key factor here is the positive teamwork between all staff enabling children to settle quickly into the routines of school life. Teachers organise a stimulating range of activities, with very effective small group work with interesting and challenging tasks. All staff have high expectations of behaviour and effort, and children respond with enthusiasm and commitment.

16. Teaching in Years 1 and 2 is satisfactory. Most lessons are well organised and presented in a lively and interesting manner. The teaching of reading is good, with teachers presenting a range of opportunities including the acquisition of letter sounds, to support pupils' learning. The teaching of writing, however, is unsatisfactory. There is not enough focus on developing pupils' knowledge and understanding of how to construct grammatically correct sentences. In one class the weak management of pupils led to poor progress in two lessons.

17. A feature of teaching in Years 3 to 6 is its consistency. All lessons observed during the inspection were at least good, with some very good teaching. All lessons are well organised and delivered in a lively, confident manner. Teachers' subject knowledge, in all subjects except ICT, is extremely thorough. Teachers have a superb rapport with their pupils and often good use is made of humour to enliven lessons. Teachers have high expectations of behaviour, work and effort. Sustained concentration and hard work are the norm. A good example is the quiet reading sessions that begin each day; these are observed impeccably by pupils who clearly have very good attitudes to reading. One significant improvement since the last inspection has been the use of assessment. Teachers now make good use of a range of formal and informal assessment tasks to evaluate pupils' progress and to ensure that the work set is well matched to prior attainments. These strategies are effective in every subject, except science and ICT.

18. The teaching of pupils with special educational needs, including those with statements, is good throughout the school. There are good assessment arrangements for these pupils and targets are specific, manageable and regularly monitored. Thought is given to where such pupils sit in lessons, and the support of teaching assistants is of very high quality. Special provision is arranged where possible and according to need, but this does not detract from the school's aim of including these pupils in all aspects of school life whenever possible.

19. Pupils who are learning English as an additional language are assessed quickly and their needs are effectively met by teachers. Support from the local EMAS (ethnic minority advisory service) team is effective in identifying pupils' needs and establishing a positive rapport with pupils' families.

20. Teachers make effective use of the National Strategies for Literacy and Numeracy. These lessons are well organised, have a clear structure and proceed at a lively pace. Pupils' progress in English and mathematics is enhanced by the school's setting arrangements which help to ensure that work is well matched to pupils' differing needs.

21. A consistent weakness of teaching is the limited use of ICT to support learning in subjects across the curriculum. Teaching in the ICT suite is satisfactory and there are pockets of good practice across the school. However, such positive examples are too rare.

22. Teaching has improved since the last inspection, with increases in the proportions of good and very good teaching.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (21%)	21 (55%)	7(18%)	0 (0%)	2 (5%)	0 (0%)

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

The curriculum

The school provides a **satisfactory** curriculum with good features.

Main strengths and weaknesses

- Good links are made between subjects.
- There are good systems to monitor the delivery of the curriculum.
- Provision for pupils with special educational needs is good.
- The provision for enrichment and extracurricular activities has good features.
- Accommodation is good.
- Resources for learning are good.
- ICT does not have a secure place in the curriculum.

Commentary

23. The individual subjects in the curriculum are generally well planned and as a consequence lessons are focused, lively and interesting. This is a particular strength in the Years 3 to 6 classes. In Years 1 and 2 good links are made between subjects. For example, a topic on Africa included good work in the arts and humanities. Teachers' subject knowledge is good and this benefits provision. The school operates with mixed age classes for all year groups and work is set at appropriate levels. There is a consistent approach from staff who have a strong commitment to teamwork, particularly in Years 3 to 6, and all teachers ensure the delivery of a balanced curriculum. The school has a good system for checking the delivery of the curriculum. Class teachers complete a termly review for each subject, which is then scrutinised and evaluated by the co-ordinator, enabling good practice to be shared and any deficiencies to be addressed.

24. The school has good strategies for teaching literacy and numeracy, and these are used in other subjects where this approach is frequently of value. These two subjects are taught on two days a week, with sessions before and after the morning break. This has the benefit of following up some concepts immediately to ensure better understanding, although some younger pupils can lose levels of concentration over the course of a whole morning. Subjects are well organised by the co-ordinators and there are clear plans for subject delivery. Most lessons make use of self assessment enabling pupils to indicate their understanding at the beginning and end of lessons to help future learning. The well balanced PSHE curriculum supports pupils and learning in the school and reinforces the caring ethos. The school works hard to make use of curriculum enrichment and extracurricular activities; some are run by outside organisations.

25. The curriculum is enhanced by a good number of visits and visitors, including visits to Oldown Park, the beach at Weston-super-Mare and a Year 6 residential trip. There is a range

of sports specialists visiting and parents from different cultural backgrounds make effective contributions to school topics. The school is involved in a stimulating environmental project with Avon Wildlife Trust.

26. Provision for pupils with special educational needs is good with some very good features. Pupils with statements have very good provision. This is because of the very well written individual education plans, the awareness of all staff of the needs of these pupils, and the very good work of the teaching assistants. The pupils' individual education plans are thoroughly monitored at regular intervals. The leadership of the co-ordinator for special educational needs is good with very good levels of support for other staff. Teachers have a well developed understanding of pupils' needs, and the effective use of learning support assistants has a significant impact on pupils' learning. Pupils make good progress due to the effective deployment of resources, and an understanding of how they best learn. The school has a growing reputation for its provision for statemented pupils which is justly deserved.

27. Provision for homework is satisfactory with increasing amounts of numeracy and literacy given to pupils in the older age groups that is well linked to current classwork.

28. Although classrooms are small, accommodation in the school is spacious and well used. The building is very well maintained by caretaking and cleaning staff, and displays ensure an attractive and inviting learning environment. There is a well equipped computer suite and banks of computers in the shared areas. There is a good range of resources in the school, but these need updating in some areas. There is a small library and a good sized school hall. The school grounds are attractive and include a variety of play features and outside learning areas. There are plans to develop the grounds as an environmental resource.

29. Improvement in the curriculum since the last inspection is good.

Care, guidance and support

The school takes very good care of pupils' welfare and provides effective support and guidance for pupils' personal development. Assessment procedures for pupils' academic progress are good. The school values the views of pupils and takes care to act upon them. It makes good efforts to ensure pupils' views are systematically sought.

Main strengths and weaknesses

- The school is a caring community and all staff show high levels of concern for pupils' welfare.
- Teachers know pupils well and have a good awareness of pupils' needs.
- A comprehensive programme of PSHE is in place across the school utilising 'circle time' and giving very good support to personal development.
- Pupils with special educational needs are given good support.
- Induction arrangements for new pupils and children in reception are very good and include nursery and home visits.

Commentary

30. The school provides a well maintained, healthy, safe and secure learning environment. There are appropriate policies relating to health and safety with effective child protection procedures. Supervision of children in the Foundation Stage and all other pupils is vigilant and

ensures their safety at all times. Lunchtime supervisors play an important role in this and, in co-ordination with the headteacher, provide very good support for all pupils.

31. There is a very strong ethos of care and pupils are well supported in all aspects of school life. Parents are pleased with the care their children receive and feel they are treated fairly. Pupils with special educational needs are particularly well cared for and are fully integrated into the school.

32. All staff know pupils well and are sensitive to any changes in attitudes, behaviour and performance. Induction arrangements for pupils are very good and include nursery and home visits. Pupils value the friendships they make, and older and younger pupils mix well. This is encouraged through the house system and the buddy scheme. Pupils value their trusting relationships with members of the school staff and the school gives priority to picking up on any concerns pupils might have and addressing them. The newly formed school council is beginning to provide a means for pupils' suggestions and views to be considered and acted upon, whilst individual class emotional ladder systems provide a means to monitor pupils' emotional well being.

33. Teachers have a good knowledge of pupils and monitor personal development. Pupils' academic progress in lessons and over time is monitored well and personal goals are agreed at parent consultation meetings. There is a formal programme of PSHE, which includes 'circle time', and is monitored, providing very effective support to personal development.

34. The school has a wide range of pupils with very specific educational needs and the efforts made ensure that the care for them is very good. The tracking of special needs pupils' attainment is good and the progress made by pupils with special educational needs is very well managed. Teaching assistants are an integral part of this very good support and their work reflects the ethos of care that is present throughout the school.

Partnership with parents, other schools and the community

The parents' and pupils' satisfaction with the school is good. The school has established good links with parents and the community. Links with other schools are very good.

Main strengths and weaknesses

- Parents, and in particular parents of pupils with special educational needs, are fully involved in pupils' learning at school and at home.
- The school has very good procedures to ensure parents' satisfaction and deal with any concerns and complaints.
- Links with local primary schools and a local secondary school are very good and impact positively on the curriculum.
- Pupils are prepared well for secondary education.
- Links with the local community make an effective contribution to school life.
- The school provides regular parent consultation meetings, but a significant number of parents would like more information on their child's progress.

Commentary

35. The school is keen to involve parents and carers in all aspects of their children's education. Teachers are on hand at the start and end of the school day and the headteacher

operates an 'open door' policy for parents. The school carries out regular parent consultations and a good number of parents attend class assemblies. It has organised curriculum information meetings, open afternoons and parenting courses. Most parents find the school approachable and feel their suggestions and concerns are taken seriously. In 2002 the school conducted its own survey of parents' views.

36. Parents receive regular information about school life and about the curriculum. Consultation meetings each term are very well attended and the school provides additional evenings at key points during the school year, but a significant minority of parents would like more information about their child's progress. Pupils' annual reports include assessments in attainment and social development but they lack individual targets. Parents of pupils with special educational needs are involved well in their annual reviews and the school provides 'open house' surgeries and a parent self help group.

37. Parents and carers are very supportive of their children's education both at home and at school. Some parents would like more information to enable them to do this more effectively. Parents are made to feel welcome in the school and are actively encouraged to help in class, with extracurricular activities, school events or on educational visits. The newly formed Bowsland Green Parent Teacher Association is active in organising social and fundraising events. The parent committee works with the headteacher as the association's president and has the full support and involvement of the school including the teaching staff. The association is making a worthwhile contribution towards school life particularly funding the purchase of resources.

38. The school has good links with the local community. Members of the community, for example, the vicar, the community librarian, the community policeman and two local football teams regularly come into school to support the curriculum and extracurricular activities. Other visitors come into the school to extend pupils' cultural awareness: for example Swahili singers, parent speakers at Divali, local poets, a theatre production company and the Avon Wildlife Trust. The school participates in local arts and music festivals, in sports leagues and competitions. Regular educational visits linked to the curriculum contribute well to pupils' learning and, in particular, Year 6 attend a residentially based camp.

39. Links with local schools are particularly strong amongst the cluster primary schools. The primary schools have formulated joint school policies including the home school agreement and provided forums for curriculum and management support and training. Pupils from the schools join together for curriculum based events, for example, last year a joint Arts Week was held. They have participated together in music festivals and Year 6 pupils participate in a joint preparation day for transfer to secondary education. There are very good links with one particular secondary school involving curriculum links in mathematics, science and language development through a Business Enterprise project. The school participates in local school sports tournaments and management forums. There are good links with the pre-school providers and effective systems for transfer.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the governors, headteacher and key staff is good.

Strengths and weaknesses

- The headteacher has a very clear vision of the needs of the school and of its future development.
- Governors and key staff have a clear picture of the school's strengths and weaknesses.
- All staff share the headteacher's vision, leading to good teamwork.
- Further use needs to be made of self evaluation, performance management and staff development to support improvements in teaching in Years 1 and 2.

Commentary

40. The vision of the headteacher is clearly focused on the pupils and their achievements. She articulates her vision well and as a result, all adults working in the school are able to share her vision and work as one to try to improve both achievement and standards. Teamwork amongst staff is very evident in the way teams in Years 3 and 4, and again in Years 5 and 6, plan their work and support each other. It is not as evident in Years 1 and 2, although this may be due in part to new members of staff taking a little while to settle into school.

41. The good management systems in the school inspire a sense of calm and help provide the most appropriate education for the pupils. This is particularly successful in the area of special educational needs where the school's provision is good.

42. The governing body is effective in supporting the headteacher in a critical but supportive manner. It has a good understanding of the strengths and weaknesses of the school and is well led by both chair and vice chair. Many governors take an active role in the school, although some are still new to their roles.

43. There is good commitment to inclusion, providing equal access to the curriculum for all pupils. Currently, however, the most able pupils do not always receive work, which stretches their abilities. As a result they do not always achieve as well as they might. The leadership of special educational needs provision is good. The special needs co-ordinator (SENCO) monitors work regularly and rigorously and works hard to maintain constructive relationships with parents. The school's growing reputation for the quality of its special needs provision owes much to her dynamic leadership.

44. Key staff, including those who manage the key subjects of the curriculum, have had recent good opportunities to monitor work in their subjects. They have done this through examining planning, scrutinising completed work and in some cases observing teaching. As a result they know the strengths and weaknesses in their subjects and provide useful input into the school development plan for the further improvement of the school.

45. Although the school has effective systems for the induction of new staff and for the further development of all staff, there are still some minor weaknesses in teaching which have not yet been dealt with completely. These are mainly in Years 1 and 2 and are more focused on the teaching of writing and science.

46. The good quality of leadership noted in the previous inspection report has been maintained, with a number of significant improvements. The school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	719,154
Total expenditure	695,161
Expenditure per pupil	2454

Balance from previous year	-3,552
Balance carried forward to the next	12,038

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in reception is good with some very good features. This is a similar situation to that noted at the last inspection. Children enter reception in the September before they are five. The induction process for children is very good and parents are very appreciative of it. It is a gradual introduction to the school, starting with home visits, visits to nurseries and then part time visits by new entrants. The vast majority of children have attended nurseries or play groups. They enter school with standards which are below those expected for their age. During the year they spend in reception almost all children achieve well due to good teaching. The adults, both teachers and support staff, provide excellent role models for the children and work very well as a team. They all contribute to the assessment system by writing notes on a daily basis on the small steps forward which children make. These notes are then put into individual profiles which lead the staff to having a complete picture of progress and standards. The indoor accommodation is good and the only negative feature is the lack of a safe, secure area outside solely for reception children to play with large equipment. However, the school has plans to improve outdoor provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well as a result of good teaching.
- Well over three quarters of children will reach the expected goals by the end of the year.
- This will give good support to their independent learning skills as they progress through the school.

Commentary

47. The personal, social and emotional development of children is generally as expected for their age. Bearing in mind that many had poor development in this area when they arrived at school, this shows good achievement over a period of just a few months. This is due to good, and sometimes very good, teaching by all adults in the class. Children know the routines well and settle to tasks quickly with a minimum of fuss. The very good team work shown by the adults they come in contact with gives children excellent role models to follow.

48. Children show a good level of interest in their work and concentrate well when carrying out independent tasks. For example, children were set a task to make a map of the farm they visited. They looked at the map in the brochure, got paper and pens, and cut and pasted their work completely unsupervised. This type of independent learning will stand children in good stead as they progress through the school.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills.

- Teaching is good and nearly all children will reach the required goals for this area of learning.

Commentary

49. Over three quarters of children are on course to meet the expectations in this area of learning. The small group of children with special educational needs and those for whom English is an additional language, may not meet the goals by the end of the year, but will make the same good progress and achieve as well as other children. For example, on a language and literacy morning, a group of children in role play at 'the vets', were speaking and listening to each other well, whilst the class teachers were both giving comprehensive support to two small groups in phonic (sounding out) skills and writing. In a reading session, children knew what both author and illustrator meant and could follow the words as the teacher read. They were able to predict what might happen in the story and very much enjoyed their reading experiences. There is very good emphasis on developing early phonic skills with all adults reminding children of these skills in lessons.

50. Whilst writing skills vary substantially from child to child, with some children already able to write some words and phrases, almost all know the place of full stops and make good attempts at writing their names. This area of learning was particularly low on entry to school for many children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Strengths and weaknesses

- Teachers provide children with a good range of learning opportunities which support their learning well.

Commentary

51. Teaching and learning in this aspect are both good. Most children are working at levels appropriate to their age. Almost all can count to 10, with many able to count further. Although many have accomplished recording of numbers, some are already putting numbers into 'sentences' to show addition. The achievement of many children is very good.

52. At the start of the day teachers make very good use of registration to involve children in calculating how many children are present, how many are absent, and how many are having dinners. This invariably involves children in working with numbers over ten. They regularly practise days of the week and months of the year. Later in the day, children were seen practising drawing numbers in sand, in the air and writing them on their whiteboards. The vast majority of children formed numbers correctly with few reversals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Strengths and weaknesses

- An interesting range of activities is planned to promote this area of learning.
- Children build and construct models effectively using a range of materials.
- Children have good opportunities to use and understand information technology.

Commentary

53. Good teaching and learning in this aspect mean that children have an effective understanding about some of their immediate environment, both at home and at school. Children go on regular termly walks nearby in order to observe the local flora and fauna. As a result children have a growing understanding of names of plants, trees and animals. Lessons encourage children to be inquisitive and to look carefully at their surroundings. Class displays show that children have looked at animals and their habitats together with a range of animals in connection with their visit.

54. Children were seen working through a number of computer programs in connection with their farm visit. They use the mouse to control items on the screen and use arrow keys for movement. Planning shows that children have looked at things in the past, sharing their baby photographs and what they remember about life before school.

55. All of the above situations encourage children to make use of their speaking and listening skills, whether they are working in groups or discussing things with adults. Most children are on course to reach the expected standard by the end of the school year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good** in spite of the lack of a safe secure outside play area.

Main strengths and weaknesses

- Teachers make good use of the grass and hard play areas to promote physical development.
- There is a lack of a safe, secure outside play area.

Commentary

56. In spite of the lack of a safe, secure outside play area in which children can climb, balance and hang from apparatus, their physical development is good and they achieve well. This is due to the effective use teachers make of the existing accommodation and resources. For example, in an outdoor physical development lesson, the class teacher made good use of the grass area to develop children's throwing skills. He developed skills through the use of bean bags, large balls, small balls then soft throw javelins. Not only did children have fun in the lesson, they tried very hard to meet the challenges given to them. As a result of the good teaching and very good attitudes of the children it is anticipated that virtually all will reach the goals for this area of learning.

57. Equally good emphasis is placed on the finer skills of holding pencils and paintbrushes, the using of glue spreaders and other small equipment, which requires much finer control. This is well promoted by teachers.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The organisation and presentation of the classroom encourages creativity through a range of activities.
- Singing is enjoyed by all children.
- Elements of nature are used well to support children's art work and spiritual development.

Commentary

58. The bright and stimulating atmosphere of the large classroom is a great spur to children's creativity. Children achieve well in their learning and have good opportunities for collective and individual projects. They have helped create Noah's Ark and all the animals which go into it. They have helped decorate the 'vet's surgery' with paintings of animals.

59. The children love singing. They were seen learning a new song in connection with their farm visit. Because they are interested and show very good attitudes to singing they learnt the song in double-quick time. They thoroughly enjoyed adding percussion to the tune and acting the parts of the farm animals. Music is played quietly through the day and not only acts as a calming influence but gives children good access to a wide range of types of music.

60. Once again, the farm visit was used as a vehicle for construction activities, with children making their own tractors. They made axles and wheels, making good use of recycled materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** overall, despite some weaknesses in Years 1 and 2.

Main strengths and weaknesses

- As a result of consistently good teaching, pupils achieve well in Years 3 to 6.
- Reading is promoted effectively throughout the school.
- Stimulating and imaginative tasks provide a good range of opportunities for developing speaking and listening skills.
- Attitudes to learning are very good.
- The subject is well led.
- Pupils in Years 1 and 2 do not achieve well enough in the development of writing skills.

Commentary

61. Attainment on entry to the school is below average and has fallen significantly since the last inspection. Throughout the school, skills in reading and in speaking and listening are effectively promoted, although writing skills are not developed well in Years 1 and 2, only satisfactorily in Years 3 and 4, but effectively in Years 5 and 6.

62. A notable feature of provision throughout the school is the effective promotion of reading skills. In all classes, a significant amount of time is set aside to give pupils the chance to settle with a book and read quietly. These silent reading sessions are impeccably observed and make a significant contribution to the very positive attitudes pupils have towards reading. Standards in reading remain below average at the end of Year 2, but by the end of Year 6, standards are above average. A significant factor in pupils' achievement is a successful home reading strategy that is well supported by the majority of parents. Pupils are proud of their reading bags and take them home with enthusiasm and commitment.

63. Speaking and listening skills are effectively promoted through lively and constructive class and group discussions. During the inspection, lessons in personal, social and health education (PSHE) were particularly effective in enabling pupils to discuss topics of mutual interest, such as playground behaviour. These sessions were especially useful to pupils who speak English as an additional language, who were given the time and opportunity to explore ideas in an environment where their contributions were respected by their peers.

64. Writing skills are not developed as consistently as others areas of English. Standards in Year 2 are below average and have not risen since the last inspection. A scrutiny of pupils' work in Years 1 and 2 revealed several weaknesses in pupils' writing. The amount of work covered is less than that normally seen and few pupils have yet to develop a clear idea of how to construct a grammatically correct sentence. The presentation of pupils' written work is rarely neat and well organised. In Years 3 to 6, pupils' achievement in writing improves, with significant levels of achievement in Years 5 and 6. Older pupils write in a range of genres and regular assessments of written work give pupils a clear idea of their strengths and weaknesses. More able pupils benefit from the school's setting arrangements and enjoy the challenges of demanding written tasks. The proportion of pupils attaining the higher level 5 has risen significantly since the last inspection

65. Pupils with special educational needs are well supported throughout the school and they achieve as well as their peers. Pupils' individual education plans are carefully constructed to meet pupils' differing needs and are rigorously and regularly monitored. A key feature of the good quality support for pupils with special educational needs is the effective support provided by learning support assistants who work very closely with teachers.

66. Teaching and learning are good overall. In Years 1 and 2 teaching and learning are satisfactory. In one class, weak management of pupils led to poor teaching, a judgement confirmed by a scrutiny of pupils' work over the course of the school year. One lesson in a Years 1 and 2 class typified teaching in that speaking and listening skills were superbly promoted, and there was an effective emphasis on letter sounds to support pupils' reading skills. However, the writing part of the lesson was poorly organised and pupils did not make enough progress in this part of the session.

67. Teachers make good use of the National Literacy Strategy. Lessons are planned effectively and most proceed with good pace. In Years 3 to 6, teachers manage pupils very well indeed and all lessons have a calm, purposeful atmosphere. Teachers' presentations are lively and interesting. Teachers in Years 3 to 6 have high expectations of behaviour, work and effort, and pupils respond enthusiastically. Pupils' attitudes to learning are very good and make a significant contribution to the quality of learning. Teachers make effective use of regular assessments of pupils' work and this ensures that the work set for each pupil is well matched to their prior attainments. Teachers' clear speech is a key factor in enabling all pupils to take a

full part in all lessons, but is especially important in giving pupils who speak English as an additional language full access to all aspects of learning. A weakness of teaching throughout the school is the limited use of ICT to support pupils' learning.

68. Leadership and management of English are good. The subject co-ordinator leads with considerable enthusiasm and sets a good example with her own effective teaching of English. Her impact has been greater in Years 3 to 6 when compared to Years 1 and 2. Teaching and learning are monitored and good practice is shared. The co-ordinator has a clear picture of the school's strengths and weaknesses in English and a determination to further improve pupils' quality of learning, especially with regard to writing.

69. Since the last inspection, standards have risen above the national trend in Year 6 and improvement overall has been good.

Language and literacy across the curriculum

70. English contributes satisfactorily to other subjects across the curriculum. Pupils have a good range of opportunities to develop writing skills in personal, social and health education and in history and religious education lessons, although written work in these subjects often lacks depth.

MATHEMATICS

Provision in mathematics is **satisfactory**. From a low starting point pupils achieve satisfactorily.

Main strengths and weaknesses

- Pupils cover work from all aspects of mathematics thoroughly, particularly in Years 3 to 6.
- Pupils' attitudes to work in mathematics are good.
- Teachers' planning and delivery of lessons are thorough and show a consistency of approach.
- Assessment systems are thorough.
- Tasks given to the more able pupils sometimes do not challenge their abilities fully.

Commentary

71. At the time of the 1998 inspection, standards for Years 2 and 6 were at the national average. There have been fluctuating results since then. In the last two years the school has taken positive steps towards more consistent and improved results. The 2003 test results for Year 6 pupils were above the national average but well above the performance in similar schools. This followed the low 2002 results where results were well below the national average. In 2003 the Year 2 pupils achieved results equal to the national average but slightly lower than those achieved in similar schools. These pupils made satisfactory progress because they started from lower ability levels than the pupils of those similar schools. The school's action to improve standards, ably supported by the local education authority, indicates signs of good future progress. Evidence from this inspection shows satisfactory achievement in all current year groups. The forecast results for Year 6 are low, but the achievements, based on prior attainment, will be satisfactory. In Year 2 results are satisfactory with some pupils making good progress. Lower ability pupils and those with special educational needs are well supported. More able pupils complete work thoroughly but opportunities for greater challenge,

achievement and further improvement, are not always taken. The whole class mental maths sessions were a good feature of the lessons seen during the inspection. Work is carefully explained and there is good coverage in lessons. There are times when pupils have slightly too much repetition in their written work, when they could be covering new or more challenging work.

72. The National Numeracy Strategy is well implemented using a combination of materials from a commercial scheme and national publications. The commercial scheme does not readily show the level that pupils are working at and does not support effective assessment and target setting. Pupils are organised into sets throughout the school and in Years 5 and 6 there is the advantage of an extra set enabling the Year 6 pupils to be taught separately in ability sets. Maths is taught in two blocks of lessons, twice a week, so that pupils can follow up developmental points on the same day. This often works well for the older pupils and many of the pupils in Years 3 and 4. It is not clear that the same advantages are there for the pupils in Years 1 and 2 as concentration can lapse and the gaps between sessions on different days are long. Homework is regularly used and well implemented and links are made to current lessons

73. In Years 1 and 2 only one lesson was observed, but a wide variety of pupils' work was analysed. There was sound teaching of basic skills and good use of new vocabulary, and different ability groups were given appropriate tasks involving the names and properties of two-dimensional shapes. Pupils made satisfactory progress in the lesson which was well supported by the teaching assistant.

74. Good teaching in Years 3 and 4 means that the great majority of pupils achieve well. Pupils are organised in sets according to ability. In one lesson the teacher engaged pupils in detailed mathematical activities and games that made them think and use their mental skills to solve problems. In a similar lesson in a Years 3 and 4 session pupils successfully identified the co-ordinates to show the position of a triangle on a grid and then worked out new co-ordinates when the triangle was moved or translated on the grid. Pupils then worked at well differentiated tasks, with one group working on a suitable computer program. All pupils made at least satisfactory progress in the lesson, although there were missed opportunities to give further challenges rather than keep repeating examples of the work.

75. The good quality of teaching and support is continued through Years 5 and 6. In a Year 6 lower ability set pupils worked outside on a practical activity estimating measurements using water. Good teacher organisation and questioning ensured a good response from all pupils. Higher ability Year 6 pupils worked efficiently when dividing in number problems and deciding whether their results should be rounded up or rounded down.

76. Pupils with special educational needs are well supported, with individual education plans having appropriate mathematical targets. A feature of work in mathematics is the positive and skilled support provided by teaching assistants, particularly those supporting pupils with statements of special educational needs. Teachers' clear explanations of new ideas effectively support pupils who speak English as an additional language.

77. Leadership in the subject is satisfactory. The recently appointed co-ordinator supports other staff well and has a clear understanding of the needs of the subject but the role is not yet fully developed. Good use of a local education authority advisor has been made to help improve standards in the last academic year and the co-ordinator has received training in order to observe other staff. There are thorough, well established assessment systems that

give a clear picture of pupils' progress. There are adequate mathematical resources which are well used.

78. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

79. Pupils are given some sound opportunities to use mathematics in different subjects, mainly in science and ICT. There is evidence of mathematical work being linked to cross-curricular topics, for example, project work on the Anglo Saxons included symmetrical designs using grids.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Achievement over the long term is only satisfactory, although more recently it has been good.
- The subject is well led, and the leader gives good support to colleagues.
- Standards are below national averages.
- The school's assessment results are not regularly as accurate as they should be.
- Links with literacy and ICT are not as clear as they could be.

Commentary

80. Standards reached by pupils in Year 2, as noted by teacher assessments in 2003, were very low, placing the school in the bottom five per cent nationally. In spite of the fact that the vast majority of pupils were said to have reached the expected level for their age, no pupils were expected to reach a higher level than this. As a result the overall scores were weakened. Currently, whilst standards have improved slightly, they are still below average.

81. Standards in Year 6, as noted in the 2003 National Curriculum tests, were above the national average. The school accepts that this was historically a very able year group. Current Year 6 pupils are not achieving as well and it is anticipated that their standards will be just below national averages. This is largely due to only about a quarter of them expected to reach standards above those expected for their age. The proportion of pupils with special needs is high in this year group and the degree of special needs is higher than in the previous year. There is a high mobility rate in this year group, with quite a number of pupils in Year 6 who were not in the school in Year 2. Thus comparisons of improvement since then are somewhat difficult.

82. Achievement in both Years 2 and 6 is satisfactory over time, but more recently achievement in some of the few lessons observed and in the scrutiny of recently completed work, was good. The generally satisfactory teaching is not yet focused clearly enough on ensuring that the various ability groups receive work that is challenging to them. Pupils with special educational needs often get support, which is of a high quality. However, the more able pupils do not get sufficient opportunities to extend their learning through more challenging tasks or clear extension work. As a result, they do not always reach their potential.

83. The assessment system used by the school is based on a computer program, which is clearly not giving the school accurate enough information upon which to base its planning for the various abilities of pupils.

84. As quite a number of pupils have weak literacy skills, it is to be expected that all subjects on the curriculum will offer pupils good opportunities to practise and improve these skills. Currently this is not happening consistently enough in science. The scrutiny of work shows that pupils have opportunities to write notes, make lists and label diagrams. They do not have opportunities to write at much length about their investigations. At the same time, ICT is not yet effectively used to support work in science, through data logging, the creation of graphs and charts, and in simple word processing.

85. The subject leader is experienced and, in spite of some weaknesses in results, leads the subject well. He has supported colleagues well in the development of the subject. However, with several new teachers and other teachers who have moved from one year group to another, the time is now appropriate to remind his colleagues about the weaker aspects of work in science and suggest ways forward.

86. Progress since the last inspection is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Despite some pockets of good practice, provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below the expected level at the end of Year 2 and Year 6.
- Teachers do not make enough use of ICT to support learning in subjects across the curriculum.
- The range and amount of work covered is below that normally seen.
- Assessment strategies are weak.
- The school is aware of these shortcomings, and ICT features strongly in the school's priorities for development.

Commentary

87. Pupils in Years 1 and 2 use word processing satisfactorily and use the mouse well to 'click, drag and drop'. However, a scrutiny of pupils' work shows a limited range of work over the course of the school year, with some of the work being poorly presented. Although good use is made of the ICT suite, the poor behaviour of pupils in one lesson observed led to poor progress in that lesson.

88. Provision in Years 3 to 6 is better, but the range of work covered remains too limited. Some of the work completed is of a satisfactory standard, including 'paint' work in Year 3, mixing texts with pictures in Year 4, and the use of spreadsheets in Years 5 and 6. Older pupils use the Internet to support their study of projects in geography and history and have completed a 'powerpoint' presentation. However, a scrutiny of pupils' work shows that such commendable examples are too rare and that, in many aspects of the subject, pupils have not covered the work in enough depth to reach the expected standards. Discussions with pupils in Years 5 and 6 indicate that few know how to use e-mail, a skill usually expected of pupils in Year 3. Overall,

levels of achievement throughout the school are unsatisfactory. The ICT suite has on display a good range of work from different classes, but displays in classrooms and around the school are almost devoid of any ICT work.

89. Teaching observed during the inspection was in the ICT suite. Despite one poor lesson in Years 1 and 2, overall teaching was satisfactory. Teachers make good use of the suite and most lessons are lively, well organised and interesting. However, in classroom lessons teachers do not use ICT enough to support pupils' learning. The marking and assessment of pupils' work are weaknesses throughout the school. Pupils are rarely given clear guidance about the strengths and weaknesses of their work or what they need to do to improve further.

90. Leadership is satisfactory. The school is aware that ICT is a subject needing development and has detailed plans to this effect. The school has an adequate portfolio showing the range of work that needs to be covered in each year group. Resourcing has been improved since the last inspection and is now satisfactory.

91. Despite some positive features, improvement since the last inspection is unsatisfactory.

Information and communication technology across the curriculum

92. As described in the above section, the use of ICT in other subjects is a weakness. Teachers' knowledge of how to use ICT is underdeveloped and, during the inspection, many opportunities to enhance pupils' learning were missed.

HUMANITIES

GEOGRAPHY AND HISTORY

Provision in both geography and history is **satisfactory**.

Main strengths and weaknesses

- Individual topics in both geography and history are well presented and planned.
- Some displays for geography are very good and serve to motivate pupils to learn.
- Some work seen in books is not well presented, remains incomplete and shows little encouragement for pupils' use of literacy skills.

Commentary

93. Two lessons of geography were seen during the inspection but no history lessons were seen. In spite of this, the scrutiny of previously completed work and of the work on display shows that standards in both subjects are as expected nationally for pupils throughout the school. Pupils achieve satisfactorily and make sound progress in their learning.

94. Teaching in the two lessons seen was satisfactory in one and good in the other. In the good lesson, teaching was well planned and a very good range of resources was used. Tasks were challenging and pupils were noted working well in their small study groups. Behaviour was well managed and as a result, learning was effective. The only weakness was that the class teacher provided information for the pupils from the Internet, instead of allowing pupils to research their own.

95. A particularly vibrant display on Australia was seen in a Years 1 and 2 class. The class teacher had clearly taken a great deal of trouble with it and pupils had obviously been keen to contribute to it. Pupils were well motivated by the display and knew a good deal about the topic. Again, good displays were noted on the Vikings, but there was little pupils' work in these displays.

96. Work in books was seen on a Victorian topic which showed that pupils had a good grasp of the chronology of the period and some of its key characters. Work in a Year 2 book showed that pupils had been looking at the development of houses. The work was developed from their own personal knowledge of their homes then extended to move their learning forwards to cover a wider range of knowledge.

97. The co-ordination of both subjects is satisfactory with schemes of work in place, based largely on the nationally recommended schemes. However the monitoring of the subjects has not noted that work is not planned to extend all ability groups in classes. Often higher achieving pupils receive the same work as others, thus they may not always reach their potential.

RELIGIOUS EDUCATION

Only one lesson was observed in religious education during the inspection and a small range of evidence was available for analysis. This evidence indicates satisfactory provision, the same as at the time of the last inspection.

Commentary

98. The school has a number of thoughtful and informative displays about aspects of the Christian faith and other religions. A good feature of these displays is their interactive nature; several times during the week pupils were seen filling in wordsearches and answering questions connected with the displays.

99. The learning about different religions is clearly seen in pupils' work examples made available, often with detailed information, although in one case this information was copied from a text and was not as useful as the pupils' own writing.

100. In the one lesson observed, pupils in Years 1 and 2 learnt about the Jewish faith and the importance of the Passover. Pupils remembered details from previous lessons and came to understand the significance of the Passover meal. The teacher drew clear parallels with significant meals that the pupils would know, such as Christmas and family celebrations, and they then drew the components of these special meals.

101. The co-ordinator's file demonstrated that the provision in the school fulfilled requirements, with the locally agreed syllabus for South Gloucestershire being used, although the school is waiting for a final updated version. The monitoring and tracking procedures give the co-ordinator a clear picture of the satisfactory standards in the school, assessment procedures are simple and indicate whether pupils are performing at expected levels or not, and evidence is kept on a range of pupils. There is a good range of resources in the school.

102. The co-ordinator has a good understanding of the subject, as witnessed by her well kept file, and provides satisfactory leadership. Improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Only one lesson was observed during the inspection, but from the range of evidence available standards are **at least satisfactory** with many **good** features in art and design.

Main strengths and weaknesses

- There is a clear structure for the teaching of art.
- There are attractive displays showing a range of activities.
- The subject is well organised by the subject co-ordinator.

Commentary

103. There is a clear framework for the teaching of art and design in the school. Some of this is based on a nationally recommended scheme, although the school has made its own improvements to this framework. Opportunities to link the work with other subjects are taken and some of the most impressive work seen was a result of these links, where a cross-curricular project on the Anglo Saxons linked historical work with mathematics, design and technology and art. The school had displays of shields incorporating mathematical qualities, and there were examples available of well made buildings, pottery and a variety of weaving work, backed up appropriately by sketchbook work. Teachers feed back information on termly evaluation sheets, which are analysed by the co-ordinator for future work. Pupils' attitudes to work are good.

104. In the one lesson seen, pupils in Years 5 and 6 worked methodically on their designs for hats for characters from Alice in Wonderland. The overall design was divided into four sections and four media were used: watercolour, collage, pastel and colour pencil. The teacher drew close attention to the skills involved in these different media and the subsequent work was carefully completed, with particularly good use of techniques and colour. Pupils' work in mixing and applying watercolour paint was particularly good.

105. The use of colour throughout the school was consistently good. In Years 1 and 2 a cross-curricular project on Africa has produced some lively painting and a variety of exciting African masks that combine animal features with vibrant colours. There is similarly good work featuring Aboriginal art. The small, school portfolio has a series of paintings and prints from pupils in Years 3 to 6 that shows a range of good uses of colour, with some work based on Van Gogh's Sunflowers being particularly effective. Pupils' sketchbooks show drawing skills to be developing well but pupils do not use them enough.

106. The management and leadership of the subject by the co-ordinator are good. She has a clear understanding of the place of the subject in the school and has developed a good support system for teachers through evaluation sheets. There is evidence of satisfactory assessment for the subject, but work in the portfolio is not annotated. The co-ordinator's file and portfolio give a clear picture of the value the school gives to the subject, and art and design has a secure place in the curriculum. Improvement since the last inspection has been satisfactory.

DESIGN AND TECHNOLOGY

107. No lessons took place in this subject during the inspection. There is a small range of evidence of good work but it is insufficient to make an overall judgement. At the time of the last inspection standards were judged as above average, with the subject being well managed by the co-ordinator and pupils experiencing good progression in the learning of skills. From the evidence seen in the small portfolio and in pupils' sketchbooks these aspects of the subject appear to be still in place. The co-ordinator's file is well ordered and shows the evaluation and assessment that is in place for this subject.

MUSIC

Provision in music continues to be **satisfactory** as it was at the time of the last inspection with some **good** features.

Main strengths and weaknesses

- The music curriculum is balanced and covers the requirements of the National Curriculum.
- The music co-ordinator provides clear leadership for the subject and provides a good model for teaching.

Commentary

108. Pupils' standards are in line with national expectations and pupils achieve as expected. During the inspection only two lessons of music were observed. Pupils' progress is at least satisfactory and the music co-ordinator provides a good model that allows pupils to achieve at a satisfactory level.

109. The standard of teaching in the observed lesson for Years 1 and 2 was very good, with notable support from teachers of the class with a high number of special needs pupils. The class were learning and creating their own songs linked to their project on Africa. Pupils could follow the teacher's instructions and make changes in volume, pitch and tempo. They were enthusiastic, uninhibited and worked together collaboratively in mixed ability groupings. The teacher was particularly careful to make the pupils aware of the significance of the songs to the people of Africa and gave a real spiritual feel to the lesson as the pupils gathered round a symbolic fire to sing.

110. In a good Years 5 and 6 lesson, pupils were introduced to, and learnt to play, a blues piece. Enthusiastic and knowledgeable teaching produced a good response from the pupils with different pupils providing rhythm, chords and improvisation to create an effective final piece.

111. Evidence from the co-ordinator's file showed a range of instrumental and listening work, frequently linked to other subjects. Pupils had designed their own forms of musical notation and responded through art to different musical pieces. There were tapes of pupils singing from various times in the school year. Pupils in Years 1 and 2 sang clearly from a range of seasonal songs at harvest and at Christmas. A notable feature of the school is the particular provision for some pupils with special educational needs. This emphasis on expression through music gives these pupils another voice and is designed to raise self-esteem. These good features reflect the effective leadership of the co-ordinator.

PHYSICAL EDUCATION

112. Two lessons, one in the Years 1 and 2 class and one in the Years 3 and 4 class were observed. It is not possible therefore, to reach secure judgements about provision, teaching and standards or pupils' achievements.

113. In the two lessons seen, the lesson in the playground was to improve teamwork and control of movements. A successful warm up was taken, and mention was made, by the teacher about the need to exercise in order to stay healthy. The main element of teaching was centred on relay running. Whilst this was organised successfully there was not enough intervention by the teacher in order to effect improvement in baton handling and passing. As a result, little improvement in skills was seen, although there was clearly an improvement in team work.

114. In the good lesson in a Years 3 and 4 class, following a warm up, pupils took part in a simple orienteering session. This was well organised by the teacher who had laid out cones as marker points on the playground. Cards were given to groups of two or three pupils, who then had to navigate their way to a number of cones collecting the numbers written on them before returning to base. Pupils enjoyed the activity, behaved well and were encouraged and helped by their teacher, so that all pupils, including those with special educational needs, achieved the learning objectives.

115. The subject leader's file shows that the subject is well planned and that a simple form of assessment exists. He organises a number of extracurricular activities for pupils. Members of staff take some of these activities, whilst others are privately run. An activity taking place in school time was regularly organised so that pupils with special educational needs could take part in judo. This was very well organised and gave great self-esteem to the pupils who attended.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **very good**.

Main strengths and weaknesses

- A very wide range of topics are covered, especially for older pupils.
- Teaching is lively and well organised.
- Lessons offer very good opportunities for pupils to discuss topics of mutual interest.
- Pupils' detailed written work in PSHE makes a positive contribution to the development of literacy skills.

Commentary

116. The school has a very thorough and detailed programme for PSHE which includes work on private and public responsibilities, personal choices and relationships, as well as work on diet, health, sex, drugs and personal safety. This programme enables pupils to develop a clear idea of their responsibilities in all aspects of life.

117. The subject is given a high profile within the weekly timetable, with regular lessons for all classes. In the lessons observed, teaching was lively and interesting and covered topics of genuine interest to pupils such as playground behaviour. Teachers gave pupils plenty of

opportunities to discuss their views in a calm atmosphere where every pupil's contribution was valued and respected. In one lesson, for example, a pupil who speaks English as an additional language, struggled to convey his views about playground behaviour, but the teacher gave him time to work out what he wanted to convey and other pupils listened with considerable respect and understanding.

118. A feature of pupils' written work is the depth in which topics are studied. Much of pupils' work is well presented, often with thoughtful and mature contributions. Teachers' marking is good, often providing useful insights into pupils' work.

119. A good range of out of school activities makes a positive contribution to pupils' social development. A superbly resourced playground makes a very positive contribution to pupils' social and health education. Pupils have access to a range of play equipment, which they share sensibly, as well as quiet areas where pupils can just sit and read.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).