

INSPECTION REPORT

SAMUEL WHITE'S INFANT SCHOOL

Hanham, Bristol

LEA area: South Gloucestershire

Unique reference number: 109033

Headteacher: Mrs Margaret Smith

Lead inspector: John Ayerst

Dates of inspection: 22nd – 24th September 2003

Inspection number: 259905

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 Years
Gender of pupils:	Mixed
Number on roll:	272
School address:	Creswicke Avenue Hanham Bristol
Postcode:	BS15 3PN
Telephone number:	01454 862510
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jack Aspinwall
Date of previous inspection:	2 nd – 5 th November 1998

CHARACTERISTICS OF THE SCHOOL

Samuel White's Infant School is larger than average with some 272 boys and girls of 4 – 7 years of age. Currently, the school has ten classes instead of the usual nine, because Year 2 is larger than usual. Most of the pupils come from the surrounding area, which is an urban area of Bristol, but a number come from further afield. The area has a wide social mix, but overall the percentage of pupils eligible for free school meals (4.8%) is below average. The number of pupils from minority ethnic families is also below average, but the proportion of those who speak English as an additional language is a little higher than average (1.7%) although all pupils in the school have at least adequate English speaking skills. Very few pupils join or leave the school other than at the usual times of first admission and transfer. The percentage of pupils identified as having special educational needs (12.1%) is below average, and the number of those with a statement of special educational need (0.7%) is also below average. Taken together, pupils' attainment on entry is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3832	John Ayerst	Lead inspector	English, art and design, music, English as an additional language.
11564	Jean McKay	Lay inspector	
21245	William Lowe	Team inspector	Mathematics, information and communication technology, geography, history, physical education, special educational needs.
27219	Gwyneth Evans	Team inspector	Foundation Stage, science, citizenship, design and technology, religious education.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

The overall effectiveness of the school is good and it provides good value for money. Pupils enter the school with average attainment and they leave, at the end of Year 2, with standards in English, mathematics and science that are above average.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics, science, information and communication technology and design and technology at the end of Year 2.
- Teaching and learning are good. Assessment and teachers' planning in English and mathematics are very good.
- Pupils' relationships with each other and with adults are very good.
- The collection and monitoring of performance data in the core subjects of English and mathematics, and its use to improve provision, are excellent.
- The partnership with parents is very effective in supporting children's learning.
- Further refinement is needed of the assessment arrangements in some subjects.
- The monitoring of teaching and learning by subject leaders is not sufficiently established in all areas of the curriculum.

The school has broadly maintained the good standards reported in the last inspection, even though there was considerable disruption to senior management last year. The transition was very well managed by the acting headteacher and pupils continue to achieve well. Most key issues from the last inspection have been addressed diligently, although it has taken longer to develop the full monitoring role of subject co-ordinators.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A	A
Writing	B	B	A	B
Mathematics	C	B	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Achievement is good overall. Taken as a whole, pupils enter the school with average attainment and at present leave with standards that are above average in most subjects.

The results of the tests for 2003 show a slight dip from 2002, but they are still above average. In 2003 the standards in writing improved so that they were on a par with reading, but teachers' assessments in science showed a small lowering of standards from the previous year. Judgements could not be made on all subjects from the evidence available during the inspection, but standards were seen to be above average in English, mathematics, science, information and communication technology and design and technology, and average in geography and history.

Children of all levels of attainment in the Foundation Stage, including the most and least able, make good progress. By the time they enter Year 1 they have exceeded the national goals children are expected to reach in all areas of learning. Throughout the school, high attainers, including the gifted and talented, as well as lower attainers make good progress because teachers plan well to provide for them. Similarly, pupils with special educational needs progress well and the very few for whom English is an additional language quickly gain access to the full curriculum and make good progress.

Pupils' personal qualities, their attitudes and behaviour are **very good**. **Their spiritual, moral, social and cultural development** is **very good**. Attendance is also very good.

QUALITY OF EDUCATION

The **quality of education provided by the school** is **good**. **Teaching** and learning are **good** throughout the school. In most lessons from Reception through to Years 1 and 2, teachers plan carefully for the needs of the different pupils in the class so that pupils know exactly the purpose of their work. Expectations are high and pupils are challenged in their learning. In a few satisfactory lessons when teachers are dealing with a mixture of subjects, some groups are left on their own for too long. Assessment is very good in the core subjects of English and mathematics. In other subjects it ranges from good to satisfactory. In some subjects it needs further refinement so that it gives clearer guidance about the progress that pupils are making in developing specific skills.

The curriculum is good and there are very good opportunities for enrichment, with a good range of extra-curricular activities and numerous visitors to the school. Provision for pupils with special educational needs and for those who speak English as an additional language is good and they make good progress. The school has very good partnerships with its parents and with its local community. Partnerships with other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The new headteacher had been in post just three weeks at the time of the inspection. She had already established a very good working relationship with the deputy headteacher who was acting head from October last year. Together they display a strong sense of common purpose and direction. Good systems are established for monitoring teaching by this senior team, but curriculum leaders now need to be more involved. The school has established excellent systems for monitoring performance data and taking effective action. Finances are well analysed and used, so the school makes the most of the money it has. The upheavals of last year have been very well managed, but inevitably there was some disruption to learning. The governing body performs its duties well and is effective in helping to shape the vision and direction of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. The response to the parents' questionnaire was strongly positive to almost all questions although a few thought that the school was not easy to approach with concerns and suggestions, and a small incidence of minor bullying was reported. The inspection team found no evidence to support these concerns.

Pupils like the school and find lessons interesting. These views are supported by the observations made during the inspection.

IMPROVEMENTS NEEDED

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

- Further refine the assessment arrangements in subjects other than English, mathematics, information and communication technology, and design and technology.
- Improve the monitoring of teaching and learning by subject leaders so that it is effective in all areas of the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

The overall effectiveness of the school is good and it provides good value for money. Pupils enter the school with average attainment and they leave, at the end of Year 2, with standards in English, mathematics and science that are above average.

Main strengths and weaknesses

- Standards in English, mathematics science, information and communication technology and design and technology are above average at the end of Year 2 and pupils' achievement is good.
- Children in the Foundation Stage make good progress.
- There are numerous examples of high standards of work in other subjects, but insufficient evidence to judge attainment overall, except in history and geography where standards are average at the end of Year 2 and achievement satisfactory.
- Pupils with special educational needs and those for whom English is an additional language make good progress.
- The school makes good provision for the most able and for gifted and talented children and they make good progress in response to the challenges given to them.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	18.5 (17.6)	15.8 (15.7)
writing	15.6 (15.3)	14.4 (14.3)
mathematics	18.2 (16.8)	16.5 (16.2)

There were 88 pupils in the year group. Figures in brackets are for the previous year

1. The table shows standards that are well above average in all three tested areas when compared with national standards. In comparison with similar schools, standards are well above average in reading and mathematics and above average in writing. In the most recent tests taken this year standards are generally above average in all three areas. The results of these most recent tests in 2003 show that standards in writing have improved and are now comparable with those in reading. Teachers' assessments in science indicate well above average standards in 2002 and above average standards in 2003.
2. In general, standards in the tests have been maintained from year to year at above or well above average, with a slight dip this year. There is no significant difference between the standards of boys and girls. Overall, the standards reported at the last inspection have been maintained.
3. Work seen during the inspection confirms the results of the tests in that standards in English, mathematics and science are above average. They are also on course to be above average at the end of Year 2 in information and communication technology and design and technology. In history and geography standards are average and pupils' achievements are also satisfactory. It was not possible to see enough to make judgements about standards in other subjects, but in a small number of lessons some work of a high standard was seen and pupils were making at least satisfactory and often good or very good progress.
4. The school's records show that all pupils achieve well in Years 1 and 2 in English and mathematics. In response to good teaching, pupils' achievement in English, mathematics,

science, information and communication technology and design and technology is good and they attain standards that are above average by the end of Year 2. In history and geography attainment is average and pupils' achievement satisfactory.

5. Levels of attainment on entry to the Foundation Stage are generally average, but pupils achieve well during their time in the Reception class and they enter Year 1 with almost all having exceeded the goals children are expected to reach. This is due to good teaching that makes good use of assessment information to meet the needs of each and every child.
6. Across the curriculum in general, pupils of all levels of attainment, including the most and the least able, make good progress in Years 1 and 2. This is because the quality of planning for the different groups in the class is good. Pupils with English as an additional language are helped to gain access to the curriculum by good provision that helps them to quickly acquire early language skills. Once those skills are acquired they make good progress.
7. Literacy and numeracy skills are developed well across the curriculum. The school's strategies for developing literacy and numeracy are good and effective in English and mathematics lessons as well as in other subjects.
8. Pupils identified as having special educational needs achieve well in relation to their prior learning and abilities. They achieve the goals set for them by their teachers and many are on course to attain the national expected levels through focussed, sensitive support. Higher attaining pupils are well catered for and this leads to very good numbers of pupils who gain advanced levels in English and mathematics. Pupils with special educational needs achieve so well because of the good level of provision that the school makes for them. Early identification, well focussed individual education plans, classroom and group support and high expectations, when combined within a well organised special needs programme, all contribute to ensuring that they make the progress that their individual capabilities will allow.

Pupils' attitudes, values and other personal qualities

The school makes **very good provision** for pupils' spiritual, moral, social and cultural development and the pupils display **very good attitudes** to learning and very good behaviour.

Main strengths and weaknesses

- The pupils are very interested in school life and take a very active part in what is provided for them.
- The school stimulates the pupils' desire to learn very well through the provision of work closely matched to individual needs and the care taken to ensure that they feel secure in what they are doing by involving them in their own learning.
- A particularly strong aspect of personal development is the very good level of relationships maintained throughout the school between pupils and with their teachers.

Commentary

9. The pupils take a very keen interest in the activities provided for them by the school. They are keen to learn: this is evident both in lessons and in extra-curricular activities. For example, in a Year 1 lesson on measuring, the pupils demonstrated a very good level of interest in their work; they worked very hard throughout, showing enthusiasm and keeping to the task in hand. In another example, during an information and communication technology lesson, the pupils were very involved in the activities and responded well to their teacher. The school endeavours to provide a range of extra-curricular activities and these are very well supported by the pupils. The Science Club, for example, has a total of forty-five members who attend in three groups. The school choir is overwhelmingly popular and the Tennis Club is oversubscribed so that a rotation has had to be arranged. The majority of pupils enjoy their school life and are eager to please their teachers.

10. Pupils' behaviour in the school is very good. They are very polite and treat each other with respect. For example, meal times are very orderly and the pupils demonstrate a good level of social awareness with good table manners, holding conversations sensibly and without undue noise. They move about the school in an orderly way with regard for those around them. Their behaviour in lessons is very good overall and they cooperate well with each other. For example, the school's system of "computer buddies" allows pupils with good computer skills to form a partnership with those whose skills are less well developed. No pupils have been excluded from school in the past few years.
11. The school teaches its pupils that all people are different in some way and that it is not acceptable to be unkind to anyone because they act or look different. The school deals very quickly and effectively with the rare incidents of bullying. The pupils are very clear about whom they can approach for help if they are unhappy with the way they are being treated by other children. The school seeks to develop confidence in pupils when they are talking to adults. They discuss their work easily and freely, they are friendly and polite and go out of their way to be helpful. The school is very conscious of the need to develop the self-esteem of the pupils and does this very well with awards and assemblies that celebrate their achievements. When asked how she felt about receiving an award one pupil said that she "felt proud." Teachers use praise and rewards well in classrooms and are careful to build the self-confidence of their pupils.
12. The school ethos statement says that it seeks to create "a caring and sharing environment" and in this it is being very successful. There is an atmosphere within the school of mutual respect and care for others. In discussion, the pupils are quite clear about the need to help each other, particularly when someone is unhappy. They know, for example, that the school has provided a "Friendly Seat" in the playground where they can go if they have no one to play with and say that someone always comes to play with them.
13. The spiritual awareness of the pupils is developed through assemblies that provide them with opportunities to reflect on and learn about God and His love for them through the telling of bible stories and the celebration of Christian festivals. During assemblies they are given the opportunity to pray. Other people's beliefs are treated with respect within the school and, as part of their cultural education, the pupils are given the opportunity to look at the festivals associated with them, for example, the Hindu festival of Diwali. The school provides opportunities for the pupils to visit different places of worship, for example, a Hindu temple and a Methodist chapel. A recent visiting theatre presentation enabled the pupils to experience a sense of awe and wonder when they were transported to live amongst the clouds – they were totally enthralled during the performance. Pupils are taught right from wrong and play an active part in developing their own set of class rules, for example, "Be patient and polite to others" that are prominently displayed in the individual classrooms. They are made aware of the plight of those less fortunate than themselves by fund raising events such as the Wallace and Gromit Wrong Trousers Day in which they raised nearly £200 for charity. On a more formal basis, the school plans well to build on the social skills of pupils over time through its provision for personal, social and health education.
14. Since the last inspection the school has worked hard and very successfully to develop its provision for the cultural development of its pupils. For example, in geography the school has looked at the cultural traditions of countries such as Holland, Spain and Denmark as part of its 'European Fortnight'. Pupils have been made aware of the artists associated with those countries and the countries' dress and food traditions. The school has a good selection of books dealing with the cultures of other countries for the pupils to read.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

15. Attendance at the school is well above the national average. Unauthorised absence is well below average. Most pupils arrive punctually in the morning, and a prompt start is made to lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good in most lessons and pupils achieve well, particularly in English, mathematics, science and design and technology. The school monitors pupils' progress very effectively and sets carefully chosen targets to help pupils' learning to be as efficient as possible. Relationships in the school are carefully fostered and are very good. The extended curriculum is of very good quality and makes an important contribution to the breadth of pupils' experience. Parents make an effective contribution to their children's progress.

Teaching and learning

Teaching and learning are good. Lesson planning is consistently of a very good quality. Teachers plan carefully for the needs of different ability groups and individual pupils. Assessment is used very well as a basis for this planning.

Main strengths and weaknesses

- Teachers have good subject knowledge and understanding that helps to support high expectations and challenge in pupils' learning.
- Teachers plan their lessons very well in English and mathematics with clear targets for the different groups in the class, so that learning is very well directed and pupils understand the purpose of their work.
- Teachers insist on high standards of behaviour and learning takes place in a calm, conducive atmosphere.
- Literacy and numeracy skills are used well to support learning across the curriculum. Good use of information and communication technology is evident.
- Pupils are very willing learners who respond very positively to the good teaching provided.
- Occasionally, in some lessons where several subjects are taught simultaneously the learning not as effective as when single subjects are taught. Even so the teaching is never less than satisfactory.
- In some subjects further work is needed to relate assessment more closely to the progression of skills.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (27%)	16 (49%)	8 (24%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. The good quality of teaching and learning has been maintained since the 1998 inspection, reflecting the close attention given to teaching and learning in successive school development plans. Consequently, during the recent time of upheaval in the school, good provision was maintained. The particularly strong assessment systems in English and mathematics help teachers ensure that pupils' work is targeted to their individual needs, and the developing systems in other subjects are improving the learning focus in those lessons, consequently pupils move on quickly in their learning. Teachers' marking is diagnostic and well focused. It is always encouraging and, where appropriate, gives guidance on how to improve.
17. Teachers have good subject knowledge and understanding in most of the areas that they teach. They also understand well the learning processes in the diverse subjects. As a result teachers are confident in setting high expectations of their pupils, who respond well to the challenge and make good gains in developing skills and furthering their understanding in most lessons.
18. The good and detailed planning seen, particularly in English and mathematics, ensures that the learning by the different attainment groups in the class is well targeted. The most and the least able are working to challenging but achievable targets and their learning is purposeful. Teachers and pupils enjoy good relationships with each other. The pupils settle quickly to work and sustain their concentration well. They seldom need prompting to concentrate.
19. In the few lessons that are satisfactory, rather than good or better, it is usually where a number of subjects are being covered simultaneously. On a small number of occasions the teachers focused for too long on one group, so that pupils working on other subjects remained unsupported or unchallenged for too long. Consequently, their pace of work slowed and they made less progress. Even so, pupils achieved satisfactorily overall in these lessons.
20. Teachers are very good at developing the pupils' literacy and numeracy skills through frequent practice and a variety of approaches in subjects across the curriculum. In all classrooms the computer is used well to extend subject learning as well as developing skills in information and communication technology.
21. Pupils who have special educational needs are taught well throughout the school and this enables them to achieve well. Teachers are fully aware of the individual needs of the pupils concerned through their individual education plans and discussion with other adults, for example, the special educational needs co-ordinator and teaching assistants. The timetabled support given by teaching assistants in the classroom is used well. Assessment is used effectively; it is translated into individual education plans, which specify small, achievable steps that are regularly reviewed and are used to plan the work for the pupils concerned. More able pupils are supported through ability setting and extension work. The very good level of relationships within the classrooms is an important factor in the good teaching of pupils with special educational needs.
22. Assessment is very good in English and mathematics, and is good in the Foundation Stage and in science and information and communication technology. It enables the school to make decisions concerning its provision in these subjects on well-founded and accurate information. The school has worked to develop assessment in other subjects and for the most part these procedures are satisfactory, but do not yet relate closely enough to the progression of skills in some subjects such as art and music. Even so, the school responds well to the needs of groups and individual pupils with ability grouping and the setting of individual targets that are regularly reviewed. It provides well for pupils with special educational needs so that they are fully included in all learning experiences.

The curriculum

The curriculum has good **breadth and balance and opportunities for enrichment are very good**. Curriculum planning is good and ensures progression of skills and understanding. The school is well resourced and its accommodation is very good.

Main strengths and weaknesses

The curriculum provides a very good preparation for the next stage of education.

- It is inclusive, ensuring equality of opportunity for all pupils.
- The school provides very good accommodation, which facilitates teaching and learning.
- The very good extra curricular provision enriches the curriculum.

Commentary

23. The school's curriculum is broad and balanced and promotes good achievement. The good standards achieved in literacy and numeracy and the good development of competence in individual learning give pupils valuable skills that support them very well in their next stages of learning. There are many examples of links between subjects, such as those between science and mathematics related to different ways of recording information. Examples of innovative practice such as a recent Design Technology Week led to creative and practical learning experiences for all pupils in many areas of learning. Pupils showed enjoyment and commitment and photographic evidence of some high quality work was displayed.
24. The school provides very well for sporting and creative activities outside the school day and this enriches pupils' personal development. Activities are offered to both boys and girls and are mainly provided for pupils in Year 2. All are encouraged to take part. There is a football club, a science and environmental club, tennis, French and recorder clubs, and a choir. All of them are very well supported.
25. Pupils are very well prepared for the next stage of education. For example the curriculum leader in the Foundation Stage has previous experience of working with other year groups so links with staff in Years 1 and 2 are very effective. There are good links with the Junior School and co-ordinators for special educational needs from the two schools meet on a regular basis.
26. Curriculum co-ordinators have been identified for every area of the curriculum. Planning is good, using a standard format that identifies learning objectives and tasks for different abilities. This is particularly good in English and mathematics, but is not always fully consistent in other subjects. During the inspection the provision for pupils of different abilities was well identified in teachers' planning for science. However, pupils' past work did not reflect this good provision, as evidence of actual work at different ability levels was variable. Teachers and learning support staff are experienced and work very effectively as a team to support pupils' learning and meet the demands of the curriculum. Parents help to support the pupils' learning through their activities in school such as supporting pupils in food technology lessons. Outside experts play an important role in making the curriculum more varied, for example, visits from musicians, theatre groups, artists in residence and educational visits to places of interest. During the inspection, one teacher used the school environment very effectively to create first hand learning for the pupils in science. Pupils from Years 1 and 2 enjoyed the harvest festival with their parents in the local church.
27. Provision for pupils with special educational needs is good due to the early identification and monitoring of their individual learning needs. Their well written individual education plans ensure that they are given the opportunity to reach their full potential through the provision of achievable targets and the monitoring of their success against them. Liaison with outside agencies to support the pupils is good and the agencies work closely with school staff. Records are well maintained and this helps to track the progress of the pupils concerned. Pupils with special

educational needs have access to the full range of the school's curriculum provision either through setting, small group withdrawal and individual support.

28. There is an adequate number of well-qualified and experienced teachers who meet the requirements of the curriculum very well. Teaching assistants are sufficient in number. They are used very well and make a significant contribution to pupils' learning. Arrangements for professional development are very good and performance management is used very well to promote change and development of teachers' and teaching assistants' expertise. There are good systems in place for the induction of new teachers and the school makes an important contribution to the training of new teachers by regularly taking trainees for their teaching practices.
29. Accommodation is very good and comfortably meets the requirements of the curriculum. The modern building is spacious with good outdoor areas. The school makes very good use of its accommodation. Accommodation for the Reception class is also very good. The range, quality and quantity of learning resources, books and equipment are good overall. There is a new well-resourced suite for information and communication technology.

Care, guidance and support

The school provides **good support and guidance** for all its pupils. This makes a significant contribution to their attainment and progress. Relationships in the school between pupils themselves and with all adults in the school are very good.

Main strengths and weaknesses

- The school works hard and effectively to promote very good relationships between pupils and other adults in the school.
- Good procedures ensure that pupils work in a healthy and safe environment.
- There is an effective Child Protection policy.
- Pupils' progress and personal development is monitored well.
- The school has plans to improve provision for refreshments for pupils at appropriate times.

Commentary

30. Relationships between pupils and adults in the school are very good. Staff are always accessible and responsive to children's needs and pupils feel well supported and confident in approaching them with problems or concerns. Teachers listen carefully to pupils' concerns and treat them with respect. Pupils spoken to during the inspection said that they were always happy at school. They particularly like the school's reward system of certificates and stickers, which they gain for good work or good behaviour. All staff, including lunchtime assistants, have regular training and meetings with outside agencies, and are kept aware of ongoing and potential concerns. There are good procedures to monitor the personal development of all pupils, including those with special educational needs, which include detailed records.
31. There are good links with local playgroups. The early years leader and other Reception teachers visit local play-groups prior to children starting school. During the inspection, the children in the Reception class were seen to have settled very well during their first month of formal education. Their very attractive, secure playground, which was painted by a group of parents, contains a number of good quality wheeled toys.
32. Health and safety, and the welfare of pupils, is supported very well through careful risk assessment and prompt action to eliminate or minimise hazards. A number of the staff are trained in first aid. A large number of minor accidents that happen during playtimes and lunchtimes are noted in the school log book, but it is clear that this is because many very minor bumps and knocks are logged by the staff who care for the pupils. A number of parents would

like their children to have a mid-morning snack. The school has accepted these comments and plans to introduce a healthy eating policy that will include the provision of mid-morning fruit. The school follows the South Gloucestershire child protection guidance, and all staff are aware of procedures. The personal development of pupils begins in the Reception classes. A pupil profile is drawn up that contains all relevant details about each child, including comments from parents. This profile accompanies pupils through their time in the school. Parents of children with special educational needs spoke highly of the efforts of the school to fully include their children by setting realistic targets.

Partnership with parents, other schools and the community

The school has **very good links** with its parents and its community, and good links with other schools in the area.

Main strengths and weaknesses

- There are very good links between the school and parents.
- There are very good links with the local community.
- There are good links with other schools and pre-schools in the area.
- There is a very good contribution made by the Parent Teacher Association.

Commentary

33. The partnership with parents and the community makes a significant contribution to the good achievement of pupils. The school provides very good information about pupils' standards and progress, and what needs to be done to improve to the next stage. Parents are encouraged to be involved as partners in their children's learning both at home and at school, and this has a positive impact on the standards achieved. Information for parents is very good, and parents are pleased with the regular newsletters, which update them on events and activities in the school and the wider community. Parents are provided with an information pack prior to their children starting school, and are purposefully involved in baseline assessment in the reception class. The school's website also provides a good source of information for parents. Parents are also encouraged to attend curriculum evenings, for instance in helping to understand literacy and numeracy. There are three formal parent teacher consultations per year to discuss pupils' progress. The school operates an open-door policy, and parents believe that they are always welcome.
34. A number of parents and other members of the community help in classrooms with sewing, cooking, and listening to reading. Some help out in the office or with sports activities. Helpers are well supported and directed by class teachers and hence make a valuable contribution to pupils' learning. The parent teacher association organises many social events to which the whole community is invited. Their fund raising activities have provided many valuable resources for the school including books, computers, toys, and presents for all pupils at Christmas.
35. The school deals well with the transfer of pupils from pre-school groups, and also when they leave to go on to the adjacent junior school. Teachers from the school visit the local pre-school groups. Parents believe that because of the good links between the infant and the junior school, their children settle well into the next stage of their education.
36. The school seeks to work in close co-operation with the parents of pupils with special educational needs. It keeps them well informed about the provision it is making and values their contributions to individual education plans

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Leadership in the school as a whole is good. Senior staff provided good support within the time available to them. Management is good and all systems, except co-ordinator monitoring of teaching are well established. The governance of the school is good.

Main strengths and weaknesses

- The new headteacher and the deputy headteacher have already established a very good working relationship with a strong sense of common purpose and direction.
- Good systems are established for monitoring teaching by the senior team, but curriculum leaders now need to be more involved.
- The school has established excellent systems to collect and monitor performance data, to review its effectiveness and to take appropriate action.
- Finances are well analysed and used, so the school makes best use of the money available to it.
- The upheavals of last year have been very well managed, but inevitably there was some disruption to learning.

Commentary

37. The new headteacher had been in post just three weeks at the time of the inspection. She is establishing herself well and evaluating the school's strengths and areas for improvement. The deputy headteacher was acting head for almost all of last year and was not able to exercise her considerable teaching skills in her Year 2 class. She had considerable support from other members of staff, but did not have an acting deputy. The headteacher's role in creating a positive climate for change, in motivating staff, gaining the confidence of parents and securing the commitment of all to school improvement has been carried through well by the acting headteacher last year and more recently by the new headteacher. All in the school have a strong sense of teamwork. Teachers with curriculum leadership roles take their responsibilities seriously and are working effectively to create and implement schemes of work and assessment in their subjects. Although a key issue in the last report, the curriculum co-ordinators are not greatly involved in the monitoring of the teaching of the subjects, so that information about the strengths and weaknesses of the provision in some subject areas is less detailed and comprehensive than in English, mathematics and science. This is now changing and a rolling programme to provide them with time to visit lessons has been introduced.
38. The school has established excellent systems to collect and monitor performance data, to review its effectiveness and to take appropriate action. Assessment in the core subjects of English and mathematics is very good. Pupils are regularly and rigorously assessed through tests and in their lessons. The results are collated and analysed in detail. Targets for pupils and teachers are set and adjusted frequently. In this way, for example, standards in writing were identified as an area for improvement and effective action was taken to improve them. Monitoring of teaching by the headteacher and deputy headteacher is well established. It is frequent and rigorous and makes a significant contribution to the school's plans for development.
39. The management of special needs provision within the school is good overall and the co-ordinator has a very good grasp of her area of responsibility. She is well organised and highly motivated. She supports staff well and ensures that the work provided for pupils is closely linked to their specific needs through their individual education plans and that the necessary support is provided where possible. There is a good level of contact between the co-ordinator, teachers and teaching assistants. For example, she meets regularly with teaching assistants to plan and review work completed by pupils in small groups.
40. The School Improvement Plan is a useful tool for development, with a clear, measurable agenda for improving achievement, teaching and learning. It is now ready for revision under the leadership of the new headteacher, who has already begun the process of consultation. The

present plans seek to make the best use of the funds available to support the priorities for school improvement, and are closely linked to the planned provision of training for teachers and support staff. Good use is made of specific grants; for example, to provide sufficient teaching assistants in classes. Principles of best value are now applied well and contribute to the improved cost effectiveness of the school. The school ensures through competitive tendering that it obtains best value for money when purchasing resources and services. At present the school is carrying forward a smaller than usual financial reserve. The senior managers compare the school's performance with that of other similar schools

41. The school has worked hard and successfully to maintain the good standards of teaching reported in the last inspection. The systems for performance management are now in place and learning support assistants are included. It is apparent, however, that the disruption to staffing during last year resulted in an almost inevitable small falling off of standards for that period.
42. Governors are committed and very supportive of the school and carry out their statutory duties well. They are committed to the school's principles of inclusion and raising achievement, key elements of the vision of the headteacher. Most governors, including the Chair of Governors, visit the school regularly. Most governors have a specific responsibility and report back to the full governing body on a regular basis, so that all governors' are well informed and have a good view of the broad strengths and weaknesses of the school and of what is needed to continue to take the school forward. The governors are rigorous and challenging, as well as highly supportive, in their dealings with senior management.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	602565
Total expenditure	591234
Expenditure per pupil	2215

Balances (£)	
Balance from previous year	31124
Balance carried forward to the next	11331

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. The children enter the school with average attainment and generally exceed the goals children are expected to reach by the end of Reception in most areas of learning. This represents good achievement.

The present intake has been assessed as having below average skills in speaking and listening. As a result of this, teachers have adapted the curriculum to address this issue immediately through giving children more decision making and communication opportunities. At this early stage in the term, there is evidence to show that children are settling well and there is good progress. Children make this good achievement due to good teaching and the broad range of stimulating learning opportunities provided that are closely matched to their needs. The co-ordinator, who is one of the Reception teachers, manages the curriculum well and there is evidence of good assessment structures operating in each class. Teachers and classroom support staff work well together and the caring, supportive environment ensures that children are happy to come to school and are keen to do their best. Standards have been maintained since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well due to the constructive relationships between teachers, support staff and parents.
- The children are provided with enjoyable activities and are encouraged to work together in groups, developing a sense of the needs of others.

Commentary

43. Children achieve well in this area of the curriculum and are on course to exceed the goals expected of them by the end of Reception. Even at this early stage in the term children are aware of the routines and expectations in the classroom. They know the correct way to behave and have a good awareness of right and wrong. Children are already able to select and carry out tasks as part of the “plan, do and review” initiative. Those children who are hesitant to choose an activity are gently supported by staff and encouraged to try something new. They work together with other children and talk about their experience as part of the class session. During the inspection there were many examples of pupils working collaboratively or independently on activities, such as threading beads in a pattern or making letters out of playdough. It was evident that some children are not yet confident when working alongside their peers, continuing the activity in complete silence. Most children carry out simple tasks, such as taking the register to the office and clearing away confidently and efficiently.
44. The standard of teaching and learning is good. The teachers and teaching assistants work well together, ensuring that the environment and ethos of the classrooms support children’s confidence. The adults join in enthusiastically during the first activity of the day when they make a “train” to look at the planned activities. This positive encouragement is an important part of the ethos of all three classes. In one class, adults encourage children to take turns when asking questions of a parent about her baby. This was a good example of learning about the needs of others.
45. Children with special educational needs are fully integrated into all activities and receive good support. Children are already able to sit quietly when appropriate and are learning to concentrate for short periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff use every opportunity throughout the day to develop children's language skills through questioning and speaking and listening activities.
- Children listen to stories with enjoyment and can hear and say some initial sounds.

Commentary

46. Most children will exceed the early learning goals by the end of the reception year because of the good teaching provided. Even though baseline assessment shows that some children's speaking and listening skills are below average, teachers have responded well by adapting the curriculum to introduce a focus on this area of learning on a daily basis, and this good support will help to raise standards and ensure good achievement. Activities throughout the day provide good opportunities for children to talk to each other and adults. In their role play there is good communication between children but during the inspection there was little evidence of adults interacting and guiding the role play.
47. Teachers and support staff have a very good understanding of the needs of young children and provide exciting and stimulating activities for them. Their approach is enthusiastic; for example, one teacher uses a puppet effectively to encourage children to select initial sounds. They are able to do this with confidence and use actions spontaneously to support the sounds. All children enjoy looking at books and handle them with care. In one session when looking at a big book with the teacher they recognised print and that it was read from left to right. They are able to read short sentences with the teacher's support. Children take books home to share with their parents and carers. They are able to choose a favourite book with confidence and teachers use non-fiction books, such as those about motorbikes and lorries, to encourage boys to read.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teachers use questioning effectively, encouraging children to demonstrate their learning.
- Teachers encourage children to use correct mathematical terms such as names of two-dimensional shapes.

Commentary

48. Teaching and learning are good. Children are achieving well and most are on course to exceed the goals expected of them by the end of Reception. Adults are continuously aware of the need to stimulate children's language skills and take every opportunity to introduce new words and practise counting skills. There is evidence that some children are confident to count up to and beyond 30. In a lesson on two-dimensional shapes the teacher used questioning effectively to encourage children to identify number of sides and corners and make predictions. "Will the shapes join together without any spaces?" Most children can identify shapes within the classroom environment. When there was confusion between a sphere and a circle, the teacher explained the difference well and encouraged the child to find another circle so that she was successful.

49. Good provision is made for mathematical learning through the range of activities provided. Children are encouraged to complete puzzles which help their spatial awareness and sequence coloured beads to form patterns. In a lesson in the computer suite children were able to recognise directions such as “up” and “down”. Further good cross-curricular links were made when listening to a book about guessing shapes. When talking to a parent about her son, children were particularly interested in the difference between six months and six years. By the end of the reception year, children are expected to exceed the national standard.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Provision for information and communication technology is good and skills are above average.
- The range of opportunities provided for this area of learning is matched closely to the children’s experience.

Commentary

50. Standards of teaching and learning in this area of the curriculum are good. Children are attaining above average levels in extending their knowledge and understanding of the world and progress so far this year is at least good. Above average skills are evident in the children’s use of information and communication technology. During the inspection children worked in the computer suite and their skills were developing well in mouse control and dragging objects on screen. They are able to recognise related words such as “start” and “stop”. Children showed keen interest, concentration and fascination when the screen burst into life, spontaneously clapping their delight. Displays of children’s photographs as babies were a focus for discussion and effective links were made through play activities such as washing the dolls and pegging out their clothes on the line. Children have been encouraged to share their interests from home, such as pets and their needs and to identify materials for different purposes such as warm clothes or waterproofs.
51. The visit of a mother and her baby in one class provided an imaginative and real life opportunity for children to observe closely how a baby behaved and to hear about its needs, making comparisons with their own. During the inspection there was a lack of evidence to show that children are aware of the cultures and beliefs of other people, but scrutiny of work showed that they listen to stories such as Joseph, Jesus as a boy and other Bible stories.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The quality and range of outdoor play facilities are good giving children a variety of opportunities to use small and large equipment.
- Scrutiny of work and observations during the inspection show that children are given a good range of activities to help them handle materials safely and with increasing control.

Commentary

52. Children are taught well, they learn effectively and achieve well in their physical development. The outdoor area is accessible to all three Reception classes and provides well for activities that develop this area of learning. Children enjoy using the wheeled toys and demonstrate an increasing awareness of space and other people around them. They are able to share

equipment well, asking other children for their turn. Outdoor play sessions are part of the planned curriculum and newly constructed planters and seating add further opportunities for activities such as story telling and caring for plants. Teachers and learning support staff interact with children well to improve their co-ordination skills and the quality of teaching and learning are good. There was no evidence of children using the conservation area during the inspection but this is an additional resource provided for children's learning.

53. Children develop their manipulative skills in the classroom by handling dough to match letter shapes. Work shows that they have opportunities to use scissors for collage work linked to the story of Elmer and creating puppets from scrap materials.
54. Children are given a wide range of experiences to help them in handling small objects, such as using pens and pencils. It is expected that children will exceed the goals in this area of learning when they move on to Year 1.

CREATIVE DEVELOPMENT

It was not possible to see enough lessons to make an overall judgement on standards of teaching and learning but scrutiny of previous work showed that current standards are likely to be above average.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Teaching is very good.
- Standards are above average and are improving.
- Assessment is very helpful to pupils – they understand exactly what they have to do to improve and their performance is carefully tracked.
- All pupils, including the most and the least able, make very good progress in lessons.
- Following a dip in test results in writing in 2002 the school worked hard and successfully to improve the quality of writing in 2003. In current work there is an appropriate range of purpose in pupils' writing, but it could be extended further.

Commentary

55. Pupils' achievement in English is good in Years 1 and 2. When they start Year 1 standards are broadly in line with expectations in speaking and listening, in reading and in writing. At the end of Year 2 present standards are above average in all three aspects of the subject. The national test results for the end of Year 2 for 2002 were well above average in reading and writing. They were above average in comparison with similar schools in writing, and well above average in reading. The results for 2003 were a little less successful overall, but the results in writing show improvement. Even so the results indicate standards that are securely above average. Work seen during the inspection is above average and confirms the results of the 2003 tests. There is no significant difference between the performance of boys and girls.
56. In both Years 1 and 2, pupils show good skills in speaking and listening. They respond very well to the positive and encouraging climate that teachers set and are keen to contribute in class. Pupils speak confidently and articulately when responding to teachers' questions, or when putting forward their own ideas. Pupils listen carefully to each other.

57. Reading skills are above average throughout the school. Pupils develop a good use of strategies for recognising unfamiliar words from an early age. Some of the reading at the top end of the school is of very high standard where pupils read difficult text with good understanding and recall. Most pupils enjoy reading and read regularly for pleasure. Some of the reading of pupils in Year 2 was exceptional in the level of dramatic content.
58. The school has recently focused on the development of writing skills and there is evidence of improvement. Pupils write for a variety of purposes. They take notes, tell stories and write descriptively, but opportunities could be extended. For example, much of the writing in pupils' books is directed to the teacher, with little variation.
59. There is evidence of poetry and of redrafting of work, but again this could usefully be extended. Pupils make good use of information and communication technology in their writing. Standards of handwriting, grammar and spelling are generally above average and pupils are confident in the use of sentence construction.
60. Most higher attainers achieve well. There are a few gifted pupils in the school and good provision is made for them, with, for example, carefully selected reading books at an appropriate level to provide challenge. Pupils with special educational needs also make good progress because their specific needs are effectively addressed.
61. Pupils who speak English as an additional language are helped to gain access to the curriculum by good provision that helps them to quickly acquire early language skills. Once those skills are acquired they make good progress.
62. The pupils' attitude to learning is very good. They are well motivated and concentrate well for extended periods. This is particularly noticeable when pupils are working independently. For example, in a very good lesson for pupils in Year 2, a group of pupils were challenged to produce a short piece of drama. They set to enthusiastically and worked at a very good pace under their own organisation. They worked hard for the duration of the lesson and performed their work to their classmates, to a very high standard, at the end of the lesson. Pupils are well behaved and show respect for the views of others by listening attentively and making appropriate comments. Teachers build pupils' self-confidence by responding positively to their efforts and by stressing their personal strengths.
63. The overall quality of teaching in English is very good and promotes a very good quality of learning. Teachers are confident in their subject knowledge and understanding in English and they understand well the learning processes in the subject, which enables them to teach confidently, and reinforce and extend pupils' knowledge and understanding through a combination of good explanation and questioning. In all lessons the relationships between teachers and pupils, and between pupils are very good.
64. The school has very good systems for assessment and for tracking the progress of individuals and teachers use the information very well for planning lessons. The aims are clearly set out for the different groups within the class so that the teaching is clearly focused and the work purposeful. The school makes excellent use of its assessment and tracking information and sets frequent and manageable targets for pupils. The decision last year to focus on the improvement in writing was an outcome of the use of assessment information.
65. Teachers have high expectations of their pupils so that they are challenged and learning is rigorous. Time is used well and lessons move at a good pace, but, even so, pupils have time to explore new ideas and to reflect on what they have learned. Teachers employ a good range of strategies that provide support for pupils at different levels of attainment. Consequently, both the most and the least able are challenged and the quality of learning is very good for all in the class.

66. Homework is used very well to extend and reinforce pupils' learning. The tasks provided are well judged. Homework is marked regularly and the marking is positive and accurate. Pupils develop good habits of regular reading from an early age.
67. The leadership of the subject is good. There is evidence of work to raise and maintain standards and the quality of provision in the subject. Policies and schemes of work are good. Assessment procedures are very good and pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set. The subject is monitored rigorously.
68. At the last inspection in 1998, attainment in English was above average. In the last year the school has undergone some disruption. Even so standards have been broadly maintained and identified areas for improvement have been successfully addressed and improved. The school has made satisfactory progress in English since the last inspection

Language and literacy across the curriculum

69. The school has developed good strategies to promote literacy across the curriculum and pupils' skills are used well to reinforce learning in other subjects, to take notes in history, for example, or to write up experiments in science. Good use is made of information and communications technology, mostly in the use of word processing programs, to support writing skills.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The quality and use of assessment within the subject is very good.
- The subject is led well and there is a clear vision of what the school wants to achieve.
- Achievement is good overall, including that of pupils with special educational needs.
- The pupils are enthusiastic and co-operate well with each other – they are very well behaved.

Commentary

70. The majority of pupils are attaining standards above those expected for their age group. This confirms the results of national tests for the end of last year's Year 2 pupils. Pupils distinguish between odd and even numbers and have a good knowledge of the first stages of place value. Their work demonstrates an ability to identify patterns in numbers and to add and subtract, for example, $63+10=73$. A scrutiny of the work done by Year 2 pupils last year clearly shows that the work given to higher attaining pupils was focussed well on their ability levels and inspection evidence indicates that this will continue with the present Year 2s. Overall, pupils of all capabilities achieve well. However, some of the higher attaining pupils occasionally produce untidy work in comparison with other ability groups.
71. Pupils adopt a positive attitude towards their work in the subject, they work with enthusiasm and co-operate well with each other and with their teachers. They are always willing to talk about their work and do so clearly and with understanding. This confidence is the result of the good, often very good, level of relationships that exist between the teachers and their pupils. The majority of the pupils can work well with other pupils and take responsibility for some of their own learning. Teachers are supportive and understanding with a good knowledge of the capabilities of their pupils. If a pupil makes a mistake when answering a question the teachers are careful to preserve their self-image by ensuring they are let down lightly. Pupils respond to this by demonstrating a very good level of behaviour.
72. Teaching is good overall with some of it very good. No lessons were observed in the subject where teaching was less than good. This ensures that the pupils experience a series of good

learning experiences. Teachers have a firm grasp of the subject and use that knowledge to inform and enthuse their pupils. The attention of pupils is also maintained by lessons that have a crisp pace, include them all and in which teachers use their voices and movement to create an atmosphere of excitement. Lessons are well planned with work provided that is closely related to the ability of the pupils but demonstrates a good level of challenge and expectation by the teacher. Where teaching assistants are present in lessons they are used well to support individuals or small groups.

73. There have been a number of valuable improvements in the provision for the subject since the last inspection:
- The school has developed the ability of the pupils to work independently.
 - The pace of lessons is now good in both year groups as opposed to “some slow” in the last report.
 - Opportunities provided for pupils to use and apply their mathematics knowledge are better.
 - Pupils with special educational needs now make progress in line with that of their peers.
74. The school is continuing to develop its provision for the subject and is seeking to build upon the good achievement of the pupils. Standards have been maintained since the last inspection. Information and communication technology is used effectively to provide instant feedback to the pupils and enhance their interest in their mathematics work. For example, it is used daily by lower attaining pupils, who demonstrate a good level of enthusiasm for the activities provided.
75. The management of the subject is good overall with some aspects that are very good. For example, the very good level of assessment and the fostering by the subject co-ordinator of a clear vision that gives the subject a sense of purpose. There is a good level of subject monitoring that includes teaching, planning and scrutiny of pupils’ work. The co-ordinator has a good grasp of the subject in all its aspects.

Mathematics across the curriculum

76. Mathematics is used well across the curriculum. Pupils’ well-developed numeracy skills provide good support in other subjects such as science and geography.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Teaching overall is good and provision for scientific enquiry is particularly good.
- Good cross-curricular links are made with other subjects such as mathematics and literacy.
- Following a fall in standards last year detailed data analysis has taken place to ensure close tracking of individual progress.
- At the time of the inspection there were no targets set for pupils.

Commentary

77. Scrutiny of previous work shows that standards are above average and there is good provision for scientific enquiry. Analysis of pupils’ work shows that they achieve well.
78. The 2003 results show a sharp decrease in the number of pupils achieving Level 3 compared with the results of the previous year, with a corresponding increase in the number of pupils reaching Level 2. The new headteacher and deputy headteacher have now implemented a system of tracking to provide closer scrutiny of achievement and progress of individual pupils in order to provide early identification of pupils’ underachievement. There has been good

achievement by pupils over the two years since entry into the reception class. Standards have been maintained since the last inspection.

79. The quality of teaching and learning is good overall and strengths include teachers' planning which is detailed and comprehensive, with opportunities for learning at different levels. However, this differentiated learning is not evident in the pupils' written work. Teachers plan together in year groups and this gives them the opportunity to share ideas of what has gone well in lessons.
80. In a Year 2 lesson the teacher uses the outside environment of the school to illustrate very effectively the function of seeds and fruits. Teachers are skilled in questioning pupils to inform their assessment of understanding and in all lessons observed during the inspection they made learning interesting and were successful in motivating pupils. There was a good reaction to the topics of senses and fruits, and in one lesson there was a real sense of discovery when fruits were opened to show what was inside. In a Year 1 lesson the teacher encouraged discussion about reactions to different tastes. Pupils were given good opportunities to interpret and give further examples of tastes such as "carrots are sweet and tomatoes and mint are sour". This discussion and prediction helps to improve the pupils' enquiry skills. There is a strong sense of enjoyment in science and pupils with special educational needs are supported well by classroom support staff.
81. The school has developed good systems for assessment in science. Work is assessed at the end of each science topic and recorded in the pupil's profile. Marking is generally supportive but does not target areas for improvement and progress.
82. Management of science is good. Senior staff have monitored teaching but although the present coordinator monitors work and planning, she has had limited opportunity to monitor teaching and learning on a regular basis to inform her of present standards. Resources are good and stored centrally.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- The subject is very well organised and forms an integral part of the school's overall curriculum provision.
- The school is using assessment well to inform its planning.
- The resources available to teach the subject are very good.
- Pupils demonstrate very positive attitudes towards their information and communication technology work.
- Teachers display a confident approach to the subject and have a good level of subject expertise.

Commentary

83. Pupils in Year 2 are on course to achieve standards that are above national expectations with some pupils reaching the higher levels. This judgement is based on limited lesson observation, discussion with the subject co-ordinator and the school's subject audit and evaluation document. Pupils attain a good level of overall achievement by the end of Year 2.
84. Pupils demonstrated a good level of attainment in the subject during the two lessons seen, one for information and communication technology linked to geography and the other with a literacy focus. In the lessons pupils demonstrated that they could access a web site through "Internet Explorer" and clicking on "favourites." They closed windows, used a mouse very efficiently, logged on and off, and used programs such as "Paintbrush" to produce desired results. The

pupils adopted a very positive attitude towards their work in the subject. They were enthusiastic, quick to answer questions and listened carefully to instructions. They behaved very well, co-operated with each other and remained on task.

85. In the two lessons seen, teaching and learning were good. Assessment is used well to monitor the progress of the pupils in acquiring the necessary skills and knowledge. Their attainment is monitored continuously through the setting of half-termly targets that are reviewed and assessed at the end of each period.
86. The school is working hard and successfully to involve parents in the subject by holding instruction sessions and providing a booklet that helps them work on computers when at home. The take up for these sessions is good, for example, about 20 parents took part in the last series. This is encouraging parents and pupils to work together on their computers at home and is raising the achievement of the pupils concerned.
87. Teachers and support assistants are well matched to the needs of the curriculum. For example, all the teaching assistants have taken the training offered by the New Opportunities Fund and are confident in their use of computers. Teachers receive training updates from the subject co-ordinator and the further development of their skills is being planned through the school's training plan.
88. The school has made good overall improvement in its provision since the last inspection, particularly in raising standards and making good use of the experience of pupils within the subject before entering school. The subject is much better resourced than noted in the last inspection
89. The subject co-ordinator provides a good level of subject leadership and management. There is a clear vision within the school of how information and communication technology can be used across the curriculum; this constitutes a particularly strong feature of the school's provision. Less able pupils are given the opportunity to develop their number skills with short daily sessions in the suite. The scheme of work ensures that pupils are given a good level of opportunities to develop their skills by using simple modelling programs, controlling equipment by entering instructions and by word processing. Classroom computers are used effectively to allow pupils to develop their study skills. For example, the use by Year 2 pupils of the Internet as a source of information about Victorian personal hygiene, bathing. The resources available for teaching the subject are very good.

Information and communication technology across the curriculum

90. The subject is used very well across the curriculum to support most other areas of learning, for example, classes are timetabled for the computer suite three times a week, for literacy, mathematics and information and communication technology work. Teachers also use computers effectively to support work in history, geography and other foundation subjects. In music, however, the use of information and communication technology is less evident.

HUMANITIES

History and geography were sampled. One lesson was seen in history and none in geography, so overall judgements on teaching are not possible. Other judgements are based on discussions with the subject co-ordinator and pupils, a scrutiny of a planning and limited sample of work. Religious education is reported in full.

History

91. Inspection evidence indicates that the pupils are on course to achieve standards that are in line with national expectations at the end of Year 2 and this represents satisfactory achievement. The study skills of Year 2 pupils are being developed well by the school. For example, they

named the Internet, reference books, museums and visits to historic sites as sources of information. By using some of these information sources they are able to find the answers to simple questions about the past. They understand the concepts of old and new and through their work on the Victorian era they are developing an awareness of the differences between their own lives and those of people in the past. For example, they have studied material about Victorian washing facilities and are able to explain the difference between keeping clean then and their own bathrooms.

92. The management of the subject is satisfactory overall. The new subject co-ordinator is aware of the standards being attained by the pupils by monitoring their work and school displays. She has not as yet had the opportunity to monitor teaching, but looks at planning and the results of assessment. The monitoring of the work in classrooms is planned for under the school's new rolling programme of non-contact time. Assessment is generally satisfactory but the school has recognised the need to strengthen its application within the subject.

Geography

93. Pupils are on course to achieve standards in line with national expectations by the end of Year 2 and achievement is satisfactory. Pupils in Year 2 develop their ability to produce plans based on their immediate environment. For example, the work done on their journey to school in which they produced maps was illustrated with pictures of features encountered on the way; these were well produced and showed care. Year 1 pupils have developed their understanding of maps by producing some based on the school environment and on a familiar story.
94. The school endeavours to make the subject of interest to the pupils and this is best illustrated by the recent topic on the countries of Europe that involved pupils of all ages. It is a mark of its success that in discussion pupils were able to name most of the countries of Europe quickly and confidently. They were also able to name the countries that constitute the United Kingdom. During work on the European topic pupils in Year 1 looked at Spain, Denmark and Greece, learning their geographical positions and other facts about them. Year 2 pupils made a number of well-produced folders dealing with different countries. For example, one was the record of a study of Holland in which the pupils demonstrated a developing knowledge of that country in terms of food, artists, flag and language. This work gave the pupils a very good introduction to Dutch culture. In another well-produced file about Austria, pupils in Year 2 give examples of the knowledge areas covered. For example, the flora and fauna in which they explain the importance of the edelweiss flower to Austrians. A particularly well focussed aspect of the topic was the opportunity given to the pupils to attend a European picnic on the school field and, with their parents, to take part in a quiz based on the displays of the work they had produced.
95. Information and communication technology is used effectively within the subject to access information, for example, the work done by a Year 1 class studying the different types of transport that might be experienced on a trip to Paris.
96. The co-ordinator manages the subject at a satisfactory level and through the monitoring of planning she ensures that the subject is being covered properly and provides continuity and progression. The use of assessment is satisfactory but the school recognises the need to strengthen its use as a tool for evaluating the effect of its provision. The "objective sheets" currently being developed are a step towards an improvement in assessment within the subject. The curriculum is well planned and covers the programmes of study laid down in the National Curriculum. The resources available to teach the subject are of good quality and readily available to teachers.

RELIGIOUS EDUCATION

Provision for religious education is **good**.

Main strengths and weaknesses

- There is good coverage of topics based mainly on Christianity with some reference to the Hindu and Jewish faiths.
- The new subject co-ordinator has had little time to monitor standards of teaching and learning.

Commentary

97. Scrutiny of planning shows that there is an effective scheme of work in place based on the locally agreed syllabus, which provides a structure for planning and progression. The scheme of work includes opportunities for pupils in Year 1 to visit the local church and learn at first hand the role of the vicar. It includes activities about families, which links well with personal, social and health education. Pupils are given opportunities to become familiar with stories from both Old and New Testaments and sound links are made with Hindu and Jewish festivals. In Year 2 there are further opportunities to find out about important festivals linked to both Christianity and other cultures and faiths. There was little evidence of work on religious education in the workbooks, but display showed that pupils in Year 2 had discussed the importance of special places and precious things and knew the story of Mary Jones and her Bible. There is photographic evidence to show pupils using role play to share their knowledge of the story with the rest of the school.
98. The co-ordinator is newly appointed and at the time of the inspection has not had the opportunity to monitor standards of teaching and learning or pupils' work. The current syllabus is in the process of review and will provide a reference to support teachers when levelling pupils' work. Assessment of pupils' work is undeveloped in the subject and is an area identified for development. Resources for religious education are good and contain a wide range of support material for different religions.
99. During the inspection pupils from Years 1 and 2 attended the Harvest Festival in the local church. This was very well attended by parents and friends of the school and provided a good opportunity for pupils to experience the atmosphere and ethos of a church and the contribution made by the vicar.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education is reported in full below. The other arts subjects, music and art and design, and design technology were sampled.

100. These subjects are managed well and very enthusiastically. Pupils have good opportunities in the arts. The school plans successfully to develop discrete skills in each area so that pupils have sufficient competence to express their ideas and imagination. For example, pupils in a Year 2 art lesson were practising different brush techniques in preparation for painting in the style of Monet.
101. A scrutiny of pupils' work showed standards in design and technology to be above average. Pupils have a good knowledge of materials and their properties; they use a good range of joining techniques and make predictions about the outcome of their designs. Work scrutiny shows evidence of testing for function against success criteria. Also in the work seen there are good examples of the use of the computer to generate designs. Food technology resources and accommodation are very good. It is timetabled and all pupils are included. Planning is linked to topics in other areas of learning. Parental support is in place.
102. In art there are numerous examples of work of a high standard, but there was insufficient evidence during the inspection to judge standards overall. In some classes art and design and design and technology are taught simultaneously with science. On occasions this results in insufficient attention being given to pupils working in art and the arrangement needs rethinking, either to change the policy or to improve the strategies employed by some teachers. The

school makes good provision to reinforce learning in the arts by a rich programme of visitors to the school to work with pupils. Each year there is an Art Week when all pupils in the school work intensively on art, supported by visiting artists and teachers.

103. In music standards of performance are well above average, but it was not possible to see pupils composing. Pupils have wide and numerous opportunities to sing. The school held its Harvest Festival in the local church during the inspection and the quality and range of singing was well above average. The singing was in tune, it was rhythmically secure and performed with a very good vocal tone. Clearly the pupils enjoyed singing to each other and to their parents.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- The subject is very well resourced with equipment that is in good overall condition.
- The pupils are well versed in the routines of putting equipment out safely.
- There is a need to further develop assessment procedures within the subject.

Commentary

104. Two lessons of physical education were seen and judgements are based on those, discussions with the subject co-ordinator and a review of documentation. It is clear that the pupils are on course to achieve standards that are above those expected nationally by the end of Year 2. Limited evidence indicates that the achievement of pupils over time is good.
105. Both of the lessons observed during the inspection were very well taught and provided the pupils with a series of very good learning experiences. Even at this early stage of the year pupils are aware of the effects of exercise on their bodies, for example, they know that the heart pumps faster and blood carries oxygen to the body. The pupils are developing well their ability to plan a series of movements and explore basic skills such as balancing. It is an indication of the good level of interest exhibited by pupils in the physical activities offered by the school that the tennis club has been over subscribed and other extra curricular sporting activities are well supported.
106. Within the satisfactory level of subject management the co-ordinator has a good grasp of what needs to be done to develop it further and this is particularly evident in her planning for developing assessment. The methods used to assess the progress of pupils at the present time are generally satisfactory but it is recognised by the school that further development is necessary.
107. There is a satisfactory level of subject monitoring with scrutiny of planning to ensure progression and continuity and as part of the school's rolling programme regular time has been made available to look at teaching and learning. The co-ordinator has carried out demonstration lessons and organised training for colleagues. The subject is well resourced with equipment that is of good quality. There have been a number of improvements in the school's provision for the subject since the last inspection, the most significant being the good level of attainment now being achieved as opposed to the satisfactory judgement last time and limited evidence would indicate that the negative judgements made about teaching no longer apply.

Personal, social and health education

108. The planning for personal, social and health education is good and includes provision for sex and relationships education, and attention is paid to alcohol and drug abuse. These are often taught through science or religious education and are planned throughout the year. No teaching was seen during the inspection, but the scheme of work and teachers' planning are thorough and detailed.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
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).