

INSPECTION REPORT

BISHOP SUTTON PRIMARY SCHOOL

Bishop Sutton, Bristol

LEA area: Bath and North East Somerset

Unique reference number: 109061

Headteacher: Mrs L Bills

Lead inspector: Mrs A Johns

Dates of inspection: 15th - 17th November 2004

Inspection number: 266435

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: 123
School address: Wick Road
Bishop Sutton
Bristol
Postcode: BS39 5XD
Telephone number: (01275) 332 817
Fax number: (01275) 332 918
Appropriate authority: The governing body
Name of chair of Mr P Garland
governors:
Date of previous 17th May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Bishop Sutton is a smaller than average rural primary school with 123 pupils currently on roll. Most pupils attend from the village or surrounding area, but some attend from further afield. The majority live in owner-occupied housing. Pupils are admitted to the reception class in September at the beginning of the year in which they are five. Their attainment on entry is broadly average. The pupils are taught in five mixed-age classes. The percentage of pupils entitled to free school meals is below the national average. No pupils speak English as an additional language and there are no pupils whose first language is not believed to be English. Most pupils are from a white British background. The percentage of pupils with special educational needs is below the national average. This includes pupils with moderate learning difficulties, social, emotional and behavioural difficulties, speech and communication, autism and physical disabilities. The percentage of pupils with a statement of special educational need is broadly in line with the national average. The percentage of pupils who did not join the school in the first year is above the national percentage. There is a stable staffing situation.

The school has been successful in gaining the Investors in People Award, The Basic Skills Quality Mark, Healthy Schools Award, Safer Routes to School Award, and a nationally recognised award for information and communication technology (ICT). The headteacher is an ICT trainer and another teacher is a leading practitioner for interactive whiteboards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18579	Mrs A Johns	Lead inspector	The Foundation Stage Information and communication technology Science Music
9644	Mr M Whitaker	Lay inspector	
24342	Mrs D Franklin	Team inspector	English Art and design Design and technology Religious education
10906 1	Mr D Kimber	Team inspector	Mathematics History Geography Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school with many strengths. The excellent leadership of the headteacher and the highly committed team of staff and governors ensure that most pupils make very good progress in their learning. The quality of teaching ensures that many pupils achieve standards that are well above average by the end of Year 6. There is a high level of care and support for the pupils. The school provides good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher and very good quality of leadership overall. This is underpinned by very effective management and supported by a very good governing body.
- The school has a very positive ethos where all individuals are fully valued, the pupils' behaviour is very good and relationships are excellent.
- Standards by the end of Year 6 are well above average in English, mathematics, science and information and communication technology (ICT).
- The quality of teaching is good overall and very good in Years 3 to 6.
- The school provides a rich and varied curriculum, which is very effectively enhanced by links across the curriculum and by ICT.
- The quality of pupils' spelling is inconsistent.
- The provision in reception, although satisfactory overall, does not include enough opportunities for purposeful play or for children to develop independent learning skills.

The school has made very good improvement since the last inspection, particularly in relation to the issues identified for improvement. ICT, which was an area for improvement, is a key strength of the school. Assessment is now used very well to inform pupils' learning. The quality of teaching has much improved with no unsatisfactory teaching. Impressive improvements have been made to the school building, which have a very positive impact on the curriculum provision. Significant aids to achievement are the excellent leadership by the headteacher with very good support from staff and governors. There is no difference in the achievement of boys and girls. Pupils with special educational needs make similar progress to their peers.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	C	A	B
mathematics	A	B	A	A
science	C	B	A	B

*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.*

Achievement is good overall and very good in Years 3 to 6.

Children join the school with broadly average skills and understanding. In reception, children make at least satisfactory progress and most are in line to reach the goals expected by the end of the reception year, with a significant number beyond this. The size of each pupil cohort varies, which results in year-to-year variation in national test results. National test results in 2004 for pupils in Year 2 indicate that standards in reading were above average and in writing they were average. In mathematics, they were well above average and in the top five per cent in the country. When compared with similar schools, standards in reading and writing were below average, but in mathematics, they were well above average. Results in the national tests for Year 6 improved in English, mathematics and science. In all core subjects, the results were well above average. In relation to similar schools, the results were well above average in mathematics and above average in English and science. Inspection findings indicate that by Year 2 pupils achieve the standards expected in English, and above age-related expectations in science and mathematics; by Year 6, many pupils achieve well above age-related expectations in these subjects. Standards in spelling are inconsistent. Standards in ICT have much improved and are above age-related expectations in Year 2 and are well above expectations by Year 6.

Pupils' personal development is very good. It is fostered very well by the very good provision for spiritual, moral, social and cultural development. The pupils have very positive attitudes to learning and their behaviour in and around the school is very good overall and excellent in Years 3 to 6. Relationships with each other and with the staff are excellent. Attendance is good.

QUALITY OF EDUCATION

The school provides the pupils with a very good education. The teaching is good overall, with very good teaching in Years 3 to 6. In these years, pupils learn very well and their achievement is very good. Teaching in Years 1 and 2 is good and pupils achieve well. In reception, teaching is satisfactory, with some good teaching. The children make at least sound progress and their achievement is satisfactory. Teaching in ICT is very good overall and many pupils achieve very well. This makes a very effective contribution to their learning in other subjects. Effective support for pupils with special educational needs ensures that pupils make good progress. The wide range of extra-curricular activities and very good links with the community and other schools enrich the pupils' learning. Assessment has been developed very well and has a strong impact on the way work is planned and how the pupils' progress is tracked. Pupils receive high quality care and support which enables them to feel confident and has a very positive impact on their achievement.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The excellent leadership of the headteacher has ensured very good improvement, very well supported by the senior management team, staff and governors. Subject leaders have developed their roles well and provide very good leadership. Management is very good; there are very effective procedures for checking and evaluating the work of the school. The work of the governing body is very good; the governors have a very thorough understanding of how

well the school is doing. The school development plan and strategic plan are very informative and provide a clear agenda for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents **strongly support the school and are particularly pleased with the quality of teaching and the support which their children** receive. Pupils very much enjoy school; they are delighted with improvements such as the new hall and library.

IMPROVEMENTS NEEDED

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

- Continue to develop the provision for the Foundation Stage in Reception.
- Improve the standard of spelling.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is **good**. Achievement in Years 3 to 6 is **very good**, and standards in all the core subjects are **well above average**. In Years 1 and 2, achievement is **good** and standards are **above average**. Achievement for the children in reception is **satisfactory**.

Main strengths and weaknesses

- Standards in English, mathematics and science are well above average by Year 6.
- In Years 3 to 6, pupils achieve very well because of the exemplary teaching.
- Standards in ICT have much improved and are well above average in Year 6 and above average in Year 2. ICT is used very well to support learning across a wide range of subjects.
- There is insufficient focus on purposeful play and independent learning in reception, which hampers the children's achievement in some lessons.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004¹

Standards in:	School results	National results
reading	16.5 (15.5)	15.8(15.7)
writing	14.8 (15.0)	14.6 (14.6)
mathematics	18.9 (17.2)	16.2 (16.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.3 (27.2)	26.9 (26.8)
mathematics	30.0 (28.2)	27.0 (26.8)
science	30.8 (29.5)	28.6 (28.6)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

1. There is variation in the size of each cohort and in the standards achieved. In the national tests in 2004 for Year 2, based on average points, standards were above average in reading, average in writing and in mathematics were in the top five per cent in the country. In relation to similar schools, they were below average in reading and writing and well above average in mathematics.

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools each year. The expected points score at the age of seven is 15.5 and at the age of 11 is 27.5. Tables are adjusted to reflect the national average before grading. The grades are shown in the summary.

2. In the national tests in 2004 for 11-year-olds, based on average points, standards in English, mathematics and science were well above average. In comparison with similar schools in relation to the pupils' prior attainment at seven, results were above average in English and science and well above average in mathematics.
3. Over the past few years, the trend has indicated that girls achieve better than boys in each of the core subjects of English, mathematics and science. In 2004, the results indicate that the boys performed slightly better than girls in mathematics, and in science, results were similar. During the inspection there was no evidence to indicate that there was any difference in the standards achieved by boys and girls in any subject.
4. Pupils with special educational needs make good progress and achieve well because they receive effective support.
5. Attainment on entry to the school is broadly average with a range of ability. By the end of reception, children are in line to reach the expected goals in communication, language and literacy, mathematical development, personal, social and emotional development and knowledge and understanding of the world. A significant number are likely to achieve beyond the goals in communication, language, literacy and mathematical development. It was not possible to make a judgement on standards in creative or physical development during the inspection. Planning does not always take enough account of the needs of reception age children and there is insufficient balance between self-chosen and teacher-directed activities. This hampers the progress and attainment of the children in these lessons. The procedures for tracking achievement have been appropriately developed and provide clear guidance for future planning.
6. Standards in ICT are above age-related expectations at the end of Year 2 and well above expectations by Year 6. Standards have greatly improved since the previous inspection. Teachers and pupils are confident at using ICT in a wide range of subjects to support the learning. Activities are lively and interesting, capturing the pupils' interest and imagination.
7. Standards in religious education have been maintained and by Year 6, they exceed the expectations as set out in the locally agreed syllabus. Standards in geography by Year 6 are above age-related expectations. There was insufficient evidence to make a judgement on standards in history, design and technology, music, physical education and art and design.

The following tables compare attainment now with that at the time of the previous inspection and include comments on the reason for any change in addition to comments on achievement.

Attainment at the end of the Reception Year²

	Attainment in the 1999 inspection	Current inspection judgements	Children's achievement in relation to prior	Comments

² In the previous inspection, standards were judged by the age of five.

			attainment	
Personal, social and emotional	In line with expectations.	Most children are in line to achieve the goals expected.	Achievement is satisfactory by the end of reception.	Very good relationships support the learning very well.
Communication, language and literacy	In line with expectations.	Standards are at least in line with expectations by the end of reception. Many children are likely to achieve beyond the goals expected.	Achievement is satisfactory by the end of reception.	There are not enough opportunities to develop early language skills through purposeful play.

Mathematical development	In line with expectations. Tasks not always matched to the children's needs.	Skills are in line with expectations at the end of reception year.	Most achieve satisfactorily in relation to children of a similar age, with a significant number beyond the goals expected.	This area has been developed well. Practical activities match the range of ages and abilities.
Knowledge and understanding of the world	Children had a very good understanding of the world around them.	Children develop a range of knowledge through the interesting activities in reception. Many children are in line to exceed the goals expected.	Most children achieve satisfactorily in relation to others of a similar age.	ICT is used very well to support learning.
Creative development	In line with expectations.	Not possible to make a firm judgement.	Insufficient activities were observed to make a sound judgement.	Planning indicates insufficient opportunities for self-initiated role-play.
Physical development	In line with expectations.	Insufficient evidence.	Insufficient evidence.	The hall is used regularly to develop physical skills.

Attainment at age seven

	Attainment in the 1999 inspection	Current inspection judgements	Children's achievement in relation to prior attainment	Comments
Reading	Very good.	Above average.	Pupils achieve well.	Pupils read fluently and enthusiastically.
Speaking and listening	Very good.	Good.	Pupils achieve well.	Opportunities are used well to develop pupils'

				confidence in speaking.
Writing	Good.	Average.	Pupils' achievement is satisfactory in relation to their prior attainment.	Spelling requires further improvement.
Mathematics	Above average.	Standards are above average.	All pupils achieve well.	Good teaching ensures that pupils make good progress.
Science	Above average.	Above average.	All pupils achieve well.	All aspects are covered. Pupils work hard and enjoy science.
ICT	In line with expectations.	Above expectations.	Pupils' achievement is good.	ICT is used very well to support learning across the curriculum.

Attainment at age 11

	Attainment in the 1999 inspection	Current inspection judgements	Children's achievement in relation to prior attainment	Comments
English	Well above average.	Standards are well above average in writing. Pupils write for a clear purpose. They are keen readers. Speaking and listening skills are well above expectations.	Pupils' achievement is good.	Very good teaching ensures that pupils make at least good progress. Assessment is very good and used very well to support the learning.
Mathematics	Above expectations.	Standards are well above average.	Pupils achieve well.	Very good teaching and positive attitudes ensure that pupils make good progress.
Science	Above expectations.	Standards are well above expectations.	Pupils achieve well because they have a good range of practical experiences and work independently.	Pupils' investigation skills are developed very well.
ICT	Below expectations.	Pupils achieve standards which are well above	Pupils achieve very well because there are frequent	The very good resources support the learning very

		those expected by Year 6.	opportunities to develop their skills.	well. ICT is used very well across the curriculum.
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8. The quality of teaching has a significant impact on pupils' achievement. In Years 3 to 6, where most teaching is very good, pupils achieve very well. The excellent relationships in the school support the pupils' learning very well, because they feel confident and enthusiastic and are keen to have a go. Although the trend of improvement over five years is below the national trend, this may be related to the varying cohort each year. Over the past two years, there has been an upward trend and targets for pupils achieving the expected levels have been exceeded.

Pupils' attitudes, values and other personal qualities

Pupils demonstrate **very good attitudes** to school and the opportunities that it offers. They respond very well to the school's positive ethos and behaviour is **very good**. Relationships at all levels are **excellent**. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **good**.

Main strengths and weaknesses

- Pupils' attitudes to school are very good.
- Pupils behave very well at all times - they are friendly, outgoing and polite. Behaviour in Years 3 to 6 is excellent.
- Relationships at all levels in the school are excellent.
- Pupils' spiritual, moral, social and cultural development is very good.

Commentary

9. Pupils demonstrate very good attitudes to school. This represents an improvement on the good attitudes noted in the last inspection report. The majority of pupils are confident and self-assured; as a result of being listened to, they feel that their views matter. In lessons, especially in Years 3 to 6, pupils are enthusiastic and eager to contribute. They are highly motivated and respond particularly well to stimulating and challenging tasks. Pupils are keen to take up opportunities offered by the school, such as service on the school council or as a playground mediator. They enjoy exercising responsibility and many are keen for more. They are proud of their school and more than happy to talk about it. Children in the reception class settle well in the secure, supportive atmosphere and readily comply with the class's basic routines. They are in line to reach the goals expected by the end of the reception year.
10. Behaviour is very good, as was the case at the time of the last inspection. There have been no exclusions for a number of years. The excellent behaviour in Years 3 to 6 has a very positive impact on pupils' achievement. Pupils move about the school in an orderly fashion; in lessons, they comply with staff's high expectations; in assemblies, they are appropriately respectful; and at play, they are lively but friendly. Children of widely different ages play well together. There is no evidence of any unpleasantness or harassment towards any group of pupils. Pupils themselves say that bullying is not a problem and parents agree. There are clear codes of behaviour

in classrooms and pupils are involved in discussing them. At no time during the inspection was any use of behaviour sanctions observed, as they were unnecessary.

11. Relationships at all levels are excellent. Staff are very good role models of co-operative working for pupils. Teachers treat pupils with respect and value all contributions in class, thus developing pupils' confidence and self-esteem. The relationships between teaching assistants and the children they support are especially good. The great majority (97 per cent) of pupils say that there is an adult in school to whom they could turn should they need to. The excellent quality of pupil-adult relationships in the school contributes significantly to the high standard of pupils' learning.

12. Pupils' spiritual, moral, social and cultural development is very good. Their spiritual development is good; older pupils in particular are well able to discuss the practice and meaning of faiths other than their own. They are encouraged to see the spirituality in art, literature, music and their own environment. School assemblies contribute well to pupils' spiritual awareness, as was seen in one that dealt sensitively with the theme of 'Peace'. Moral development is very good and has its basis in the school's clear ethos of care. Pupils are well aware of, and contribute to, the school's behaviour code. Pupils are fair-minded, tolerant and inclusive in their approach to others. Pupils' social development is very good, as was evident by the mature attitudes of the school council and the eagerness of all pupils to carry out duties such as 'buddying' younger children in the playground. They have a keen sense of responsibility, as is demonstrated by the wide range of charity fund-raising activities they put on. Cultural development is good; pupils visit the theatre in Bristol and take part in performances of their own. They have worked with a local artist and participated in a drum workshop and a country dance festival. There is a link with a school in Canada and the school is developing links with a school in the village's twin village in France. Older pupils talk about the multicultural nature of contemporary Britain.

Attendance

13. Attendance is good. Unauthorised absence was marginally above the national average for the year 2002/3 but those absences were largely due to one family. For the current year to date, authorised absence is below the national average and unauthorised absence is nil. The school's procedures for promoting attendance are good; the administration officer phones the home by 9.30 a.m. when a child is absent without explanation. Term-time holidays are discouraged. There have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7%	School data	0.3%
National data	5.1%	National data	0.4%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The quality of teaching and learning is **good**. The curriculum is **very good**. The care, support and guidance of pupils are **very good**. The links with parents, the community and other schools are **very good**. The quality and use of assessment are **very good**.

Teaching and learning

Main strengths and weaknesses

- The good and very good teaching results in good levels of achievement in lessons and overall.
- The very good teaching in Years 3 to 6 ensures that pupils make very good progress in these years.
- The teaching of ICT has much improved. The very good teaching in ICT ensures that standards are well above expectations by Year 6.
- The strong staff team are dedicated to providing the best quality education for their pupils.
- Classroom support staff are used very well and provide effective support.
- There is insufficient balance between self-chosen and taught activities in reception and not enough opportunities for independent learning with purposeful play.
- The quality and use of assessment practice has much improved and is very good.
- Teachers make the most of links between subjects to develop and sustain pupils' interest and enthusiasm in learning.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	15	4	0	0	0

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

14. The overall quality of teaching is good, which ensures that pupils make good progress through the school. In Reception, the teaching is at least satisfactory, with some good teaching. In Years 1 and 2, it is good, and is very good in Years 3 to 6. The teaching for pupils with special educational needs is good so that they make good progress. Equality of opportunity is good because the school ensures that all pupils are included and fully valued.
15. The quality of teaching has improved since the previous inspection when it was judged satisfactory overall. In Years 3 to 6, the teaching is very good. Teachers have high expectations and there is very effective class management. Lessons are lively and have a brisk pace. The teachers are confident, have thorough subject knowledge and consequently, pupils are very interested in their learning. Teaching in Years 1 and 2 is good; planning is informative and so pupils are clear about what they have to do and work well. Resources are used well to support the learning. Teachers use a range of strategies including plenty of well-planned practical activities. Regular well-focused monitoring of the teaching and learning, with informative and helpful feedback, has had a very positive impact on the standards of teaching and learning.

The good quality of teaching has a positive impact on pupils' learning, particularly in Years 3 to 6, where the teaching is very good.

16. The teaching in reception is satisfactory, with some good teaching. Children make at least satisfactory progress with their learning. The class includes reception and some Year 1 pupils. The teaching in reception does not always include sufficient balance between self-chosen activities based on purposeful play and direct teaching. There are not enough opportunities for independent learning. There are clear procedures in place, for example, at the start of day, which ensure that the children have a secure and confident start to their school life.
17. The teaching of ICT is very good and supports the learning very well in a range of subjects. Although this was identified as an area for improvement in the previous inspection, there has been rapid progress and it is now a strength of the school. Teachers are very confident in the use of the interactive whiteboard and use it very effectively in lessons. Pupils are also very confident and enthusiastic and their work is of a high standard.
18. Teachers and classroom support staff work very well together to create a very effective learning environment. The excellent relationships in the school ensure that pupils feel confident in lessons and are keen to make a contribution. Teachers ensure that all pupils are involved and are valued in an atmosphere of mutual respect.
19. Pupils with special educational needs are supported well in lessons and make good progress towards their targets. Teachers and support staff, including the governor for special educational needs, work closely together as a team to give support. They consistently use approaches that involve all pupils, including those with special educational needs. Teachers also make good use of ICT to engage these pupils. This has a positive impact upon their concentration and thus upon their good standards of achievement.
20. The quality of the assessment procedures and practice is very good, and makes a major contribution to pupils' learning. This represents a strong improvement since the last report when assessment was identified as a focus for development.
21. As a result of ongoing efforts since the last report, pupils' progress is assessed and recorded very well. Some of the assessments and records which contribute well to this include: the profile completed for children in reception year; records of progress of pupils with special educational needs; and the year-by-year recording of individual pupils' attainment across all subjects.
22. Information from assessments of pupils' learning is used very well in various ways to inform planning, and to modify teaching. The detailed analysis of pupils' performance in annual tests in mathematics, science and English helps teachers to develop targets for pupils, and decide how plans should be modified. Individuals or groups of pupils who need particular support are also identified. Pupils' work is planned very well to meet the needs of individual pupils from Years 1 to 6.
23. Pupils, especially in Years 3 to 6, are helped to have a very good understanding of how well they are doing and what they must do to improve. Targets are clearly

posted for subjects such as English and mathematics. In many lessons, pupils are encouraged to think about what and how they learn. Learning objectives are commonly spelt out clearly at the start of lessons. Often, at the end of lessons, teachers refer back to them, and pupils assess for themselves how well they have progressed. Marking practices have improved, and pupils now have increased guidance on how they can improve.

24. In lessons, teachers use questioning effectively to assess the level of pupils' understanding and to modify subsequent content as appropriate. Through use of the recently introduced 'thinking skills programme', teachers are successfully helping pupils understand how well they are doing.

The curriculum

The curriculum and opportunities for enrichment are **very good**. The quality and range of resources and the accommodation are **good**, overall.

Main strengths and weaknesses

- The curriculum is stimulating and well planned, particularly in Years 3 to 6.
- Cross-curricular links are extremely good and ICT is used very effectively to enhance the curriculum.
- There is a very good range of extra-curricular activities.
- The provision for pupils with special educational needs is good.
- Provision for personal, social and health education is very good.
- The curriculum for children in the Foundation Stage is not as well planned as in the rest of the school.

Commentary

25. The very good curriculum provides challenge and stimulation for the pupils. All statutory requirements are met, including those for religious education, and very effective use is made of the National Strategies for Literacy and Numeracy. A combination of the national guidelines and commercial schemes are used for other subjects and this ensures a clear progression of skills, knowledge and understanding for each subject. In response to the key issue in the last inspection, the school has looked carefully at time allocations for each subject and produced a comprehensive curriculum map, which shows topics to be covered each term and time allocations for each subject. Some subjects have been appropriately blocked in groups and this ensures that pupils have good opportunities to use and build on new skills learnt. The school is very proactive in introducing new strategies to support curriculum development such as 'thinking skills'.
26. A real strength in the curriculum is the very clear cross-curricular links between subjects. This has been a focus for developing the curriculum and is extremely successful. It is a feature that older pupils say they particularly enjoy about learning. For example, the topic about 'water' is being taught very effectively through geography, literacy, art and design and ICT. In another lesson, pupils looked at the structure of instructional text and then tested the instructions in a physical education

lesson. They not only have a real sense of purpose for learning the format for writing instructions but the curriculum becomes fun and exciting for the pupils. The school has worked hard to make as much use as possible of ICT across the whole curriculum and this is extremely successful.

27. Curriculum planning for children in reception class is satisfactory. The recommended guidelines for children in the Foundation Stage, based on the early learning goals, are in place. However, there are insufficient opportunities for children to learn through play and investigations or develop independence. The children use the outdoor area on a regular basis, although this is difficult to supervise, but planning does not indicate that it is sufficiently used to enhance the learning in the classroom.
28. The school provides a very good range of extra-curricular activities, especially in relation to sports and the arts. Many pupils take part and the school appropriately ensures equal opportunity and access for all. Good use is made of the expertise and facilities offered by the local secondary school, for example, multi-sports sessions. Other activities provided for the pupils include visits and visitors to support the curriculum, residential visits for older pupils, involvement in community projects and special theme weeks.
29. There is good provision for pupils with special educational needs. The special educational needs co-ordinator (SENCO) has worked hard following the revision of the Code of Practice (for special educational needs) to increase the involvement of other colleagues. Teachers and support staff have responded enthusiastically in preparing targets for pupils' learning in their independent education plans (IEP's). Classroom assistants attend training to enhance their skills, and they are centrally involved in the systematic assessment of pupils' progress. The school makes strong, and successful, efforts to inform and consult parents, and helps them to support their child's learning.
30. A very effective programme for developing pupils' personal, social, health and citizenship education, including sex education and drugs awareness education, has been adopted by the school. It is closely linked with other aspects of the curriculum and is a central part of the school's provision for pupils' personal development. The school has recently been awarded 'Schools for Health' status, which has involved projects such as improving playground facilities, healthy eating and raising money for people less fortunate than themselves.

Accommodation

31. At the time of the previous inspection, accommodation was unsatisfactory. Since that inspection, considerable improvements have been made, which have had very positive impact on improving the curriculum provided. The school now has an impressive new hall and a new library. Improvements have been made to the outdoor areas, including the building (funded by the school society) of a gazebo and the provision of shade for summer play. The school still has three classes in temporary buildings that are approaching the end of their lives. The premises are very well cleaned and maintained by the school's caretaker. The quality of display is high and demonstrates the value placed on pupils' work.

32. Resources have improved since the previous inspection and are now good, overall. Resources for ICT are very good and used very well. There is a very good number of dedicated and knowledgeable staff who make full use of the available accommodation and resources.

Care, guidance and support

The care, guidance and support of pupils are **very good**. Pupils' wellbeing is central to the ethos of the school. Pupils are very well cared for physically and emotionally and they are very well supported academically. Pupils' involvement in the day-to-day running of the school is very good.

Main strengths and weaknesses

- Procedures for ensuring pupils' health and safety are very good; the emphasis upon healthy living is especially strong.
- Pupils receive very good advice and guidance based on a thorough knowledge of their personal and academic development.
- Pupil involvement is very good; pupils have a voice that they know is heard.

Commentary

33. The school's welfare, health and safety provisions are very good, which represents an improvement on the satisfactory provision at the time of the last inspection. All the necessary procedures for attending to pupils' medical needs are in place. The governing body, the local education authority and the school's caretaker regularly inspect the premises. Risk assessments are carried out on all school activities. The headteacher is responsible for child protection matters; two other staff members have also been trained and child protection is the subject of staff training days. All staff, including support staff, know what to do in cases of concern. The community police officer talks to pupils about personal safety and older pupils visit a 'life skills' centre in Bristol. Healthy lifestyles are well promoted through the school's emphasis on physical activities in sport and dance and at play. Healthy eating is well promoted: younger children get their 'five-a-day' portions of fruit or vegetables, and all pupils have a healthy mid-morning snack. There are no crisps, chocolate or fizzy drinks and the school cook is mindful of healthy diet menu planning.
34. Excellent relationships are the basis for very good personal and academic support. All children are well known to all adults in school and pupils have confidence in their teachers. Advice and guidance is based on very good assessment procedures. Induction arrangements for children are very good. Children pay a number of visits to the school in the summer term before they start to attend and there is close liaison between the reception class teacher and the local pre-school group. Parents attend several meetings with reception staff before and after their children start school. In the pre-inspection Ofsted questionnaire, 95 per cent of parents said that they were happy with the arrangements for settling their children in to school.
35. Pupils are very well involved in the life of the school. Candidates are elected to a school council and must consult their classmates before meetings and report back afterwards, thus ensuring that the views of all pupils are reflected. The school council

has its own budget, which confronts pupils with the realities of management. Pupils were extensively involved in the school's successful bid for a 'Healthy Schools' award. Older pupils run a peer mediation or 'playground buddy' system and have a range of other duties. Pupils are well involved in the management of their own learning. They have targets, which they discuss with their teachers, and they are aware of the level at which they are working and what they have to do to improve.

36. There is good support for pupils with special educational needs. Classroom assistants work closely with class teachers to help pupils work towards achieving their targets. Parents are also well informed and given guidance of ways in which they can aid their child's progress and learning. Older pupils discuss what their learning targets should be, and this helps them understand how they can improve.

Partnership with parents, other schools and the community

There is a **strong** partnership between parents and the school. Parents receive information of a **very good** quality about school events and children's progress. Other schools and the community contribute **very well** to enriching children's learning.

Main strengths and weaknesses

- Very good links between school and home have a positive impact upon pupils' learning and attitudes to school.
- The school provides parents with a very good range of information about school matters and children's progress.
- Links with the community and other schools serve to enrich children's learning very well.

Commentary

37. There is a strong, very positive relationship between the school and its parents, a considerable improvement on the satisfactory position at the time of the previous inspection. The majority of parents are very supportive of the school; this is reflected in pupils' positive attitudes to their learning. Parental interest in learning at home is very good; parents support the school's homework and home reading policies very well and encourage their children to study. There is an active parent-teacher association that raises considerable sums for the school's benefit. Their efforts funded the building of the gazebo in the playground, amongst other things. The school seeks parents' views regularly, for instance, over the revision of the anti-bullying policy. Parents are welcome to attend school events and their assistance in school is positively encouraged.
38. The school provides information of a very good quality about the school and pupils' progress. There is regular communication through newsletters written in a lively, parent-friendly style. These are backed up by the school's web site, which is easy to navigate, and well illustrated with pictures of children's work and school activities. Curriculum newsletters give parents advance information about the topics their children will be studying and staff arrange workshops on, for example, how literacy and mathematics are taught. Parents find school staff accessible and the great majority (86 per cent) say that they would be happy to approach the school with a problem. Pupil reports are good; each subject of the National Curriculum is

addressed separately with a brief description of the work covered and the child's approach to it. In English, mathematics and science, the child's effort and attainment are evaluated. Reports include targets for the ensuing year. In the Ofsted pre-inspection questionnaire, 20 per cent of parents felt unable to agree that they were well informed about their children's progress; inspection evidence does not support that view. Pupils think very highly of the school and most do not want anything to be changed.

39. The community and other schools play a significant role in enriching pupils' learning. Very good use is made of the locality, for example, pupils in Years 5 and 6 visited a nearby pumping station in support of their work on water use and Years 3 and 4 visited Cheddar Gorge to look at the geology. The local twinning association uses the school premises for its meetings and this has led to a link with a school in France. A business in Bath has helped fund the school's information and communication technology equipment. Pupils take part in community events, from arts festivals to the burying of a time capsule on a new housing development. Very effective links with the secondary school ensure that pupils make a smooth transition to secondary education. Pupils visit the secondary school for dance and sports events and the secondary school's physical education department coaches primary pupils. The secondary school consults regarding friendship groups and pupils undertake transitional units of work in literacy and numeracy. There are good links with other primary schools in the area; pupils work together on joint activities such as a dance festival and staff share training days. A neighbouring small primary school uses the school hall each week.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. Leadership, overall, is **very good** with **excellent** leadership from the headteacher. The management systems are **very good**. The governance of the school is **very effective**.

Main strengths and weaknesses

- The headteacher provides excellent leadership. She ensures that pupils are provided with a very good education and has enabled very good improvement to take place.
- The deputy headteacher, senior management team and subject leaders provide very good support, with regular monitoring and evaluation of teaching and standards.
- The school development plan and strategic plan are very informative documents with a secure agenda for improvement.
- The governors have a very clear understanding of the strengths and weaknesses of the school and they are fully involved in supporting and challenging it.
- There are very effective procedures for monitoring the school budget.

Commentary

40. Leadership and management have improved since the previous inspection. School development planning is now very effective, with clear success criteria including quantitative targets, and has a very positive impact on standards.

41. The excellent leadership of the headteacher has resulted in a very strong team of staff and governors who strive to provide high quality education for all pupils. This is a major factor in raising achievement. Since the previous inspection, the teaching and standards have improved. The pupils hold the school in high regard, feel valued and appreciate being involved in decision making. The leadership has ensured very good improvement since the previous inspection, with very good potential for further improvement. There is a very supportive but challenging environment where all individuals can flourish. Throughout the school, inclusion is promoted very well. In addition to developing expertise within the school, the headteacher is involved in ICT training within the local authority and works very closely with local schools.
42. The subject leaders and senior management team have developed their roles well and provided very good support. They are knowledgeable about their subjects and have clear understanding of what needs to be done to ensure further improvements. A useful monitoring plan provides a clear focus for the regular monitoring of teaching and learning and time for helpful feedback. The deputy headteacher provides very good support and works closely with the headteacher and all staff to support developments. Staff are very clear about their roles and there is effective delegation of responsibilities. There are successful procedures for tracking pupils' progress and monitoring their achievement. These have a significant impact on the quality of education because the information is used very well to support learning.
43. The special educational needs co-ordinator (SENCO) provides very good leadership. She has very effectively and wholeheartedly developed her role and works very well with colleagues, and parents, to support them in their work with special educational needs pupils. The SEN governor is also fully informed and involved, and also helps with teaching. The SENCO also ensures there are close and effective links with outside agencies to provide specialist help for pupils when appropriate. The effectiveness of the leadership and management in the Foundation Stage in reception is satisfactory.
44. School development planning is very good; the plan is very well written with a clear overview, including time-scales of its planned actions. There are measurable success criteria linked to improving achievement and raising attainment, which helps to ensure that progress can be checked. This has had a very positive impact on school improvement since the previous inspection when it was identified as an area for improvement. The planning supports improvement very effectively.
45. The governing body is fully involved in school development planning and policy making. It is very well informed about what happens in the school through regular visits, meetings and feedback. The governors also question and challenge the school, holding it to account. There is a very good working partnership between the staff and governors, which supports the very positive ethos in the school. Performance management is in place and is effectively managed. All statutory requirements are now met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	420,361
Total expenditure	410,203
Expenditure per pupil	2,994

Balances (£)	
Balance from previous year	19,343
Balance carried forward to the next year	29,501

46. The school day runs smoothly and efficiently because of the very effective office and finance staff. Budgets are monitored very regularly and effectively. They are set with a careful allocation of funds linked to the school development plan. In relation to the quality of education provided and the costs per pupil, the school provides good value for money.

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 of learning is **satisfactory**.

47. The provision for reception children has been maintained since the previous inspection and is satisfactory overall, with some good aspects. Children start reception, initially on a part-time basis, at the start of the academic year in which they are five. On entry, the cohort differs each year and currently there is a wide range of ability, although most children are at least in line with levels expected for this age group. The current class includes Reception and Year 1 pupils. The children achieve satisfactorily during their time in reception. By the end of Reception, most children are in line to achieve the goals expected in communication, language and literacy, mathematical development and personal, social and emotional development, with a significant number achieving beyond that. The inspection focused upon children's personal, social and emotional development, communication, language and literacy skills, and mathematical development. In other areas of learning, there was insufficient evidence to form an overall judgement on provision.
48. There is a good induction process and useful information is provided for parents. There is regular contact with parents which supports the children well in their learning and they also take books home to share with their parents on a regular basis. Teaching in reception is satisfactory overall, with some good teaching, and is shared between the teacher and the teaching assistant. There is very good liaison between them and they have thorough understanding of the children and their needs. The children learn in a friendly, caring and supportive class environment. Assessment is good; useful information is noted about children's progress and taken into account when planning work. Children have a useful diary of their achievements, although this is not annotated to provide useful information about their progress. The staff know the children well and quickly identify any children who may have special educational needs.
49. There is not always a sufficient balance between taught activities and those self-chosen by the pupils, which limits their independence. There is not enough purposeful play based on the areas of learning and there is sometimes too much adult direction. On occasions, the children spend too long sitting on the carpet, which means their attention wanes and the progress they make is hampered. The timetable is insufficiently focused on the agreed curriculum for the Foundation Stage and does not take enough account of the use of the outdoor area to enhance the learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good, which ensures that children have a secure start to school.
- The staff value each child's efforts and provide a good level of praise and encouragement.
- Over-direction sometimes limits the children's independence.
- Behaviour is mainly good, but occasional low-level interruptions in class sessions distract the children's concentration and hamper their progress.

Commentary

50. The very good relationships enable the children to feel confident and secure. Praise and encouragement are used well to develop personal skills and to increase the children's self-esteem. They are interested and motivated to learn. The staff provide good role models for the children. The children feel valued because the staff respect each child and ensure that they listen and respond to what they have to say.
51. The behaviour is usually good; the children take turns well, for example, when using the computers. When class sessions go on too long, the children's interest wanes and there are low-level interruptions, which hampers the progress made in the lesson.
52. There are too few opportunities for children to learn independently in self-initiated activities. Occasionally, the children are over-directed, which limits their independent learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The staff are skilled at developing children's language skills through discussion.
- ICT is used well to support the learning.
- There are missed opportunities to develop language skills through well-planned purposeful play and self-initiated activities.
- Very good links with parents support the learning very well.
- Assessment is used well to support the learning.

Commentary

53. The staff work closely with the children using opportunities well to develop language skills. They ask skilful questions and always ensure that the children are given time to answer. They encourage them to think and talk about their work, develop their vocabulary and ensure all children are involved. There is an appropriate range of activities to help the children develop their early reading skills. The children are beginning to recognise letter sounds, to write their names and simple words. The teacher is confident at using ICT to support the learning. In an effective lesson, the children made good progress in their language and ICT skills because they concentrated well and the pace was lively. Assessment was used well during the session and taken account of when planning future activities. There is very regular

assessment and profiles are kept up-to-date, although the individual diaries are not annotated to provide additional useful information.

54. There are some missed opportunities to develop early language skills through purposeful play, including role-play. The role-play area, although attractive, is quite small and limits the number of children who can take part. The use of the outdoor area is limited, partly because it is not easily accessible.
55. Close links with parents support the children's learning very well. The children take books home, to share with adults. They talk enthusiastically about books they have enjoyed. Parents help in school and have regular contact with the staff in order to provide good support at home.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide range of activities, and good focused teaching, develop the children's mathematical skills well.

Commentary

56. Most children count and recognise numbers to ten and many can count beyond this. Practical and well-planned activities help them to recognise a range of two-dimensional shapes. The classroom is suitably equipped with a range of number games and activities, which provide the children with opportunities to reinforce and improve their mathematical understanding. Staff work effectively with children using opportunities well to develop their number skills. A good example of this was when children worked outside developing their counting skills as they played hopscotch. Provision has improved since the previous inspection; tasks are now matched to the age and ability of the children.
57. The teaching observed was good, with thorough planning for the different ages and abilities of the children, and many children achieved well. After the class session, the children worked well in three groups and made good progress in their learning. There is scope to further develop early numeracy skills, through purposeful play activities, including role-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- ICT is used very well to support the learning.
- Visitors to school and visits in the local environment help to extend the children's knowledge well.

Commentary

58. The children are enthusiastic about finding out about the world in which they live. They join reception with at least a satisfactory level of knowledge. They build successfully upon this because of the support they receive from the adults and by the topics that are covered. Records indicate a range of visitors to school, such as the school nurse, which helps the children to build up their knowledge. The children explore the school grounds and make visits outside the school, which extends their knowledge of the area in which they live.
59. The children are developing their ICT skills well because of the confident and lively way it is used to support the learning. In the role-play area, they have access to a range of ICT play equipment, which they explore.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

60. Classroom activities develop co-ordination through experiences such as building or model making to support **physical development**. Although no lessons were observed, the class makes regular use of the school hall to develop physical skills. The outdoors is used but continual access is limited by the location. Resources have improved since the previous inspection and the children have a range of large wheeled toys. Practical activities, such as painting, are provided to foster **creative development**. Very little role-play was observed during the inspection; the area is cramped and limits quality play. Opportunities for self-initiated role-play are too limited, which hampers the progress made in early language skills. The children know a range of rhymes and number songs and sing these reasonably tunefully.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Standards in English are well above the national average at the end of Year 6 and pupils in Years 3 to 6 achieve very well.
- The school's focus in writing is having a positive impact on raising attainment.
- The quality of teaching is good.
- There are very good cross-curricular links with literacy.
- The focus on improving pupils' spelling skills remains an area for development.
- The quality of leadership is very good, with a very positive impact on standards.

Commentary

61. Achievement is good. Standards in English are improving and are currently in line with the national average at the end of Year 2 and well above average at the end of Year 6. Standards at the end of Year 6 are similar to those at the time of the last inspection. Test results confirm inspection findings. Similar schools comparisons are getting better and last year's tests were only just below average at the end of Year 2 and well above average at the end of Year 6. Very good teaching in Years 3 to 6 and programmes to support lower-attaining pupils are having a very positive impact on standards.
62. The English curriculum is very well structured to provide pupils with a very wide range of interesting and stimulating activities to develop their skills. The school's focus on improving writing skills are very effective and pupils now know exactly why they need to learn formats and structures for writing for different purposes. For example, in Class 3, pupils looked at instructional text and then used the instructions to play tag-tail during a physical education lesson. The pupils followed the instructions to see whether they were accurate and easy to follow. Pupils write letters and e-mail them to pupils in a school in Canada. In Class 5, pupils used a skeleton frame to good effect to prepare information for a non-chronological report about Bishop Sutton Primary School. Younger pupils know that the 'time words' they are learning to read and spell will help them with 'story openings' later in the week. By the end of Year 2, writing is average and is well above the national average at the end of Year 6.
63. Speaking and listening skills across the school are good and pupils are achieving well. By the end of Year 6, skills are well above average. Teachers give pupils good opportunities for speaking and listening in all subjects and this is having a positive impact on standards. For example, pupils in Years 5 and 6 study Islam in religious education lessons. They presented their findings to the rest of the class. Other opportunities include performances for other pupils and parents, reading stories to younger pupils and drama club. Pupils, in Years 4 and 5 speak clearly in detail when analysing style, form and patterns in poetry. Attainment in reading is good. By the end of Year 2, most pupils read fluently and express an interest in reading a variety of books, both at home and in school. Many older pupils are avid readers and explain their preferences. Home/school reading records are used well and parents are keen to support their children with reading. This impacts well on pupils' learning.
64. Consistently good teaching enables all pupils, including those who find learning difficult, to achieve well. Lessons are carefully planned and activities well targeted to meet the needs of the pupils. Teaching assistants are effectively deployed and support learning well. For example, in a Years 1 and 2 class, the teaching assistant worked, for part of the lesson, outside the classroom with a more able group of Year 2 pupils. This ensured that they were being sufficiently challenged and that the teacher was able to spend time with the rest of the class. Where teaching is very good, in Years 3 to 6, relationships are very good and pupils know exactly what is expected of them. Very good relationships enable pupils to feel confident to ask for support and guidance. Assessment in English is very good and strategies, recently introduced, for self-assessment and marking, ensure that pupils know what they have to do to improve their work.

65. The school has worked very hard to make the best use of curriculum time and consequently, cross-curricular links in English are very good. A comprehensive commercial scheme has been purchased, which links literacy very effectively with other subjects such as geography, history, physical education and ICT. This supports pupils' learning very effectively and is one of the reasons why pupils say they enjoy learning. For example, when pupils are looking at poems with a theme on water in Years 4 and 5, they can link their work to geography, art and design and ICT. In this class, key words relating to the topic are clearly displayed in the room for pupils to refer to in their writing. This supports the development of pupils' spelling skills very well. Overall, pupils' spelling skills are improving because of the introduction of a formal spelling scheme. However, the spelling of keywords, particularly in science, is still an area for development.
66. Leadership and management of English are very good. The subject leader has a very clear view of strengths and areas to develop in English, through detailed monitoring, and her action plan is appropriate. Data analysis of assessment information is particularly strong and is used effectively to focus on areas to develop leading to improving standards. Resources are good and the pupils are particularly proud of the new library. Book weeks and visits from theatre groups enhance the curriculum well.

Language and literacy across the curriculum

67. There are very well-planned opportunities for pupils to use their language and literacy skills in other subjects. This has already been identified as a strength in English. Very strong links with geography, physical education, art and design and ICT were observed in lessons and in samples of pupils' work.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- As a result of very good teaching, pupils achieve well and attain high standards.
- Very good quality of subject leadership.
- Very good assessment practices underpin the good achievement of pupils.
- Pupils consistently display very high levels of interest and enthusiasm.
- Ongoing improvements in practice and approaches sustain high levels of pupils' attainment.

Commentary

68. Standards attained in the 2004 national tests were well above average for Year 2 and Year 6 pupils. Inspection evidence indicates that pupils in Year 2 will achieve standards above average, and in Year 6 will achieve standards well above average. These high standards, which also reflect those noted at the time of the last report, have been maintained due to the quality of teaching and learning. This is good in Years 1 and 2, and very good in Years 3 to 6. Pupils achieve well, including those with special educational needs. Their progress is boosted by the very great

enthusiasm and interest which they consistently bring to their work. There is no significant difference in the progress of girls and boys.

69. The school has developed very good assessment procedures to monitor and record pupils' progress throughout the school. These have improved greatly since the last inspection. Very good use is made of the analysis of test data to identify pupils in need of particular support, and to identify possible gaps in provision. Thus, prominently displayed in classrooms were targets for data handling. These were framed appropriately for different year groups and abilities and they have positive impact on pupils' achievement. In addition to targets, teachers help pupils know how they can improve in other ways, including comments on marking work, oral feedback and pupil self-assessment. Other improvements in mathematics have been the marked increase in quality and range of resources. These were unsatisfactory at the last inspection.
70. Pupils develop a good understanding of number and those in Year 2 show how their number skills have progressed well from Year 1. They confidently work with 'times 2' and 'times 10'. Many can measure lines to the nearest centimetre. In Years 3 to 6, pupils extend their knowledge of the four number operations, and enjoy the mental and oral work, which typically starts each lesson. Many Year 6 pupils can talk with understanding about co-ordinates in four quadrants, and describe movements of rotation. They also demonstrate a clear understanding of fractions, percentages and decimals.
71. The quality of teaching and learning is very good overall and has a positive impact on the pupils' achievement, which is good overall. Classroom assistants also make a very good contribution to how well pupils achieve. Some strengths of the good teaching and learning include:
- teachers' secure subject knowledge and modelling careful use of mathematical vocabulary;
 - the lively pace and warm relationships fostering pupils' confidence and keen application;
 - planning which provides good levels of challenge and support, and activities to include all pupils;
 - use of a range of visual resources, and awareness of different learning styles;
 - ICT – pupils working at computers plus use of interactive whiteboard; and
 - opportunities for pupils to reflect individually upon their progress in lessons.

However learning objectives in planning are sometimes expressed in general terms, and do not always focus upon increases in pupils' knowledge, understanding or abilities (skills).

72. The recently-appointed subject leader is maintaining the very good quality of management, which utilises the way colleagues work well in a team to support each other. Her leadership also draws successfully upon national projects such as Assessment for Learning, and a 'thinking skills' initiative. The impact of these influences is evident in mathematics lessons, and they enhance the learning of pupils of different abilities.

Mathematics across the curriculum

73. In conversation, pupils identified the value of 'links between subjects' and thus confirmed the positive impact of cross-curricular approaches upon their learning. Mathematics skills are applied very well in other subjects such as science, design and technology, ICT and geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Whole-school evaluation and staff training have had a very positive impact on standards, which are above average by Year 2 and well above average by Year 6. The pupils' achievement is very good, overall.
- The teaching is very good and pupils make very good progress in their learning.
- Lessons have a clear focus on investigation and independence is fostered well.
- ICT is used very well to support pupils' learning.
- Very good leadership ensures clear planning for improvement.

Commentary

74. At the time of the previous inspection, pupils left the school with a good base of knowledge. Standards have improved. Under the very good leadership of the subject leader, the school identified areas of weakness and addressed these through extra training, by developing the teachers' knowledge and understanding of the levels of attainment and focusing on practical and investigative skills. Very thorough planning has ensured that there is a clear priority for improvement. This has had a very positive impact on teaching, standards and the pupils' achievement. Standards are above age-related expectations by Year 2 and well above by Year 6. Overall achievement is very good.
75. The teaching in Years 1 and 2 is good, although there is insufficient recorded work. Pupils make good progress in their learning. In Years 3 to 6, the teaching is very good. In Years 5 and 6, pupils are encouraged to be as independent as possible, for example, by selecting their own equipment and planning their own experiments. They constantly appraise and improve their work to a high level. Throughout the school, the pupils are keen investigators and thoroughly enjoy the challenge of science. Teachers plan their lessons very well and ensure all pupils are included in all aspects of the work. There are clear objectives that provide a focus for the lessons. This results in pupils showing keen interest and enthusiasm for the lessons, and they achieve well. Work is matched well to the range of abilities and is sufficiently challenging for all pupils. The work on 'thinking skills' has had a very positive impact on the way in which pupils work in science by promoting independence and questioning skills.
76. In all lessons, ICT is used very effectively to support the learning. Teachers are confident at using the interactive whiteboard to help reinforce the objectives of the

lesson. This helps to make the lessons interesting and lively, which captures the pupils' imagination and interest.

77. The subject is very effectively led with very clear direction. The teaching and learning is monitored carefully, with helpful and supportive feedback to teachers and pupils. Assessment procedures are thorough and information is used very well in planning. Resources and visitors to the school also promote learning well. There is a useful scheme of work, which has been adapted suitably to meet the needs of the school. A very informative file provides good examples of annotated pupils' work and is a very useful tool to help teachers ensure that there is clear progression in the pupils' skills, knowledge and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- There has been substantial improvement in ICT, and standards are above expectations by Year 2 and well above expectations by Year 6.
- Teaching is very good and pupils achieve well.
- ICT skills are used very well across the curriculum. Teachers make frequent use of ICT to enhance pupils' learning.
- Very good leadership and management effectively supports the teaching and learning.

Commentary

78. The previous inspection identified the need to raise standards in ICT. There has been substantial improvement and ICT is a strength of the school with standards that are well above expectations by Year 6. Pupils in Years 3 to 6 make very good progress in their learning and achieve very well. In Years 1 and 2, they make good progress and achieve well. Teachers and pupils are confident in using ICT as a tool for learning and are full of enthusiasm for the subject. The pupils share and exchange ideas confidently and accurately interpret their findings. In Year 6, pupils understand the factors that make a good web site and they use PowerPoint to organise, improve and present their work, for example, in religious education. They use a light sensor to monitor light in different areas over 24 hours and accurately interpret the results. They make very sensible evaluations of their work in ICT. There is no difference between the achievement of boys and girls.
79. The teaching is very good overall, which has a very positive impact on pupils' learning, including those with special educational needs. Teachers are skilful at using ICT to enhance the learning across a wide range of subjects. The interactive whiteboards are used to full effect to enhance pupils' learning. Thorough training and a joint staff moderation of work have developed the teachers' confidence and enjoyment in teaching the subject. This has a very positive impact on the pupils' attitudes; they are enthusiastic, work hard and consequently, they achieve well. Lessons are planned well and take the needs of all pupils into account. Tasks are explained clearly, which ensures all pupils are engaged in the task. Classroom support staff are effective and liaise very well with the teachers. Independent skills

and thinking skills are developed well in many lessons. Good use of assessment supports the learning effectively.

80. Very good leadership and management with very supportive long-term planning has a very positive impact on standards. It also ensures that teachers continue to develop their expertise and confidence. The subject leader has a very thorough understanding of what needs to be done to maintain improvement. Plans are in place to develop an ICT suite to enhance the very good learning which takes place in the classroom. The subject benefits from the expertise of the subject leader, who also shares her knowledge and skills with other schools, and an additional teacher who is also an ICT specialist.

Information and communication technology across the curriculum

81. There is very good use of ICT across the curriculum. It is used widely to develop skills and for research purposes.

HUMANITIES

History and Geography

It was possible to see three lessons in geography, but only one in history. It is not possible to make a secure judgement overall about provision in history. The evidence from talking with pupils and with staff, and from looking at pupils' work and teachers' planning, indicates that provision in history is at least satisfactory.

GEOGRAPHY

Provision in geography is **good**.

MAIN STRENGTHS AND WEAKNESSES

- GOOD SUBJECT MANAGEMENT SUPPORTS GOOD TEACHING AND EFFECTIVE LINKS ACROSS THE CURRICULUM.
- Pupils' learning is successfully enriched by visits, practical activities and use of the local area.
- Curriculum planning is enhanced by inter-school links and this has a positive effect upon standards.
- The progression in skills is not always clearly set out in long-term plans.

Commentary

82. Standards of pupils in Year 6 are above expected levels. Pupils in Year 2 attain standards which are at least satisfactory. In developing knowledge of places, and of the links between environment and human activity, pupils achieve well. Pupils with

special educational needs are well supported, and they make similar rates of progress to their classmates. Pupils' standards of attainment have improved since the time of the last inspection. Their study of places that contrast with their own locality is no longer 'rudimentary'. Other improvements since then include:

- THERE IS NOW ADEQUATE TIMETABLED TIME FOR GEOGRAPHY;
- RESOURCES HAVE BEEN RENEWED AND EXPANDED, INCLUDING MAPS AND GLOBES;
 - THE GOOD QUALITY OF SUBJECT LEADERSHIP; AND
- THE EFFECTIVE LINKS WITH GEOGRAPHY COLLEAGUES IN OTHER LOCAL CLUSTER SCHOOLS.

83. THE SUBJECT LEADER WORKS KEENLY TO PROVIDE GOOD SUPPORT FOR HER COLLEAGUES. SHE HAS ALSO BEEN VERY ACTIVE IN HELPING TO FORM A GEOGRAPHY CLUSTER GROUP. THEIR AIM IS TO ENLIVEN GEOGRAPHY TEACHING AND LEARNING, AND THUS RAISE STANDARDS IN THEIR SCHOOLS. THE SCHOOL HAS IDENTIFIED GEOGRAPHY AS A FOCUS FOR DEVELOPMENT IN THE SCHOOL IMPROVEMENT PLAN. IN GEOGRAPHY LESSONS, THE STAFF SUCCESSFULLY APPLY SOME OF THE PRACTICES BEING INTRODUCED ACROSS THE SCHOOL IN RELATION TO 'THINKING SKILLS' AND PROMOTING CREATIVITY.

84. THE QUALITY OF TEACHING IS GOOD. STAFF MOTIVATE PUPILS WELL WITH THEIR USE OF VISUAL RESOURCES, VISITS AND FIELDWORK IN THE LOCAL AREA. ALL PUPILS ARE BROUGHT INTO THE ACTIVITIES AND THIS ALSO HAS A POSITIVE IMPACT UPON STANDARDS. AN APPROPRIATE EMPHASIS UPON GEOGRAPHICAL ENQUIRY IS INTRODUCED INTO TOPICS. PUPILS DEVELOP RESEARCH SKILLS, AND USE THE INTERNET AS ONE SOURCE OF INFORMATION. HOMEWORK TASKS, SUCH AS RECORDING WATER CONSUMPTION OR WEATHER OBSERVATIONS, ALSO BOOST PUPILS' LEARNING AND PROGRESS.

85. GOOD USE IS MADE OF NATIONAL GUIDELINES AND COMMERCIAL MATERIALS AS A BASIS FOR PLANNING. THE SCHOOL RECOGNISES THE NEED TO EVALUATE THE SCHEMES OF WORK BEING ADAPTED, AND TO SET OUT MORE CLEARLY THE PROGRESSION IN GEOGRAPHICAL SKILLS ACROSS THE SCHOOL.

HISTORY

86. ONLY ONE LESSON WAS OBSERVED IN HISTORY AND THEREFORE JUDGEMENTS CANNOT BE MADE OF TEACHING AND OVERALL PERFORMANCE. EVIDENCE FROM SCRUTINISING SAMPLES OF PUPILS' WORK AND TEACHERS' PLANNING SHOWS THAT THERE ARE APPROPRIATE MEDIUM-TERM PLANS. IT ALSO INDICATES THAT PUPILS ARE VERY LIKELY ATTAINING STANDARDS IN LINE WITH EXPECTATIONS IN YEAR 2 AND YEAR 6. IT IS ALSO EVIDENT THAT PROVISION HAS IMPROVED SINCE THE TIME OF THE LAST INSPECTION. THERE IS NOW ADEQUATE TIMETABLED TIME FOR HISTORY SO THAT PUPILS CAN LEARN MORE THAN 'RUDIMENTARY' KNOWLEDGE. PUPILS NOW ALSO LEARN HOW TO RESEARCH INTO THE PAST. THIS WAS ILLUSTRATED WITH YEAR 2 PUPILS IN THEIR WORK ON THE GREAT FIRE OF LONDON. TEACHERS HAVE ACCESS TO, AND MAKE GOOD USE OF, A WIDER

RANGE OF RESOURCES, INCLUDING ARTEFACTS, TO ENGAGE PUPILS. THESE FACTORS ALL HAVE A POSITIVE IMPACT UPON LEARNING.

87. THE LESSON WITH YEARS 1 AND 2 PUPILS ON THE GREAT FIRE OF LONDON DEMONSTRATED A RANGE OF TEACHING STRATEGIES. THESE HELP PUPILS TO ENJOY THE SUBJECT, AND TO RAISE STANDARDS. LEARNING WAS STIMULATED BY PUPILS' PARTICIPATION IN INTERESTING ACTIVITIES, CHALLENGING QUESTIONS AND CHANGES OF PACE, WHICH FOCUSED THEIR CONCENTRATION WELL. THEY THEN WORKED WELL IN TEAMS OF SIX TO PRODUCE A SEQUENCE OF PICTURES, AND MANY ADDED THOUGHT BUBBLES TO SUGGEST THE FEELINGS OF PEOPLE DURING AND AFTER THE FIRE.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils' attainment exceeds the expectations of the Locally-Agreed Syllabus by the end of Year 6.
- Literacy and information and communication technology skills are used very well in religious education lessons.
- Assessment opportunities are not yet fully embedded in teaching and learning.

Commentary

88. By the end of Year 6, pupils' attainment exceeds the expectations of the Locally Agreed Syllabus and achievement is good. Attainment at the end of Year 2 is as expected in the Agreed Syllabus. Standards have been maintained since the previous inspection and pupils achieve well. Overall provision has improved because of the good links across the curriculum. By the end of Year 2, pupils are beginning to understand some of the customs and practices of Christianity and Buddhism. Older pupils in Years 5 and 6 can explain religious practices and beliefs of Islam in detail. They confidently identify similarities and differences between some world religions and Christianity. Pupils know that we live in a multi-cultural society and there are many different religions practised in Britain today. They reflect sensitively on their own beliefs and those of others.
89. Although there is little evidence of pupils' work in books, literacy skills are used very well to support learning. For example, younger pupils discuss symbols and features of Buddhism. In Years 5 and 6, pupils present their information about Islam to the rest of the class. Several use information and communication technology for research and to present their findings.
90. Only one lesson was observed during the inspection but the overall quality of teaching and learning is good. Lessons are well planned and pupils are provided with a wide

range of interesting activities to support their attainment in religious education. Assessment opportunities have recently been introduced but are not yet an integral part of teaching and learning across the school.

91. The new subject leader is enthusiastic and competent. She has effectively supported colleagues with planning and introduced assessment tasks for the end of each unit. Her action plan is appropriate for raising the profile of religious education and monitoring of the subject is planned for in 2005. Resources are good and used well to support learning. Effective use is made of the local church and the vicar regularly talks to pupils about aspects of Christianity. Although the school planned to visit a mosque, this has not yet taken place and currently pupils have few opportunities to visit religious places of worship other than Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

92. Only one lesson in art and design and no lessons in design and technology were observed during the inspection and so no judgement on provision, standards and teaching and learning can be made for these subjects.
93. In art and design, pupils produced work of a high standard in Years 4 and 5 based on the work of Lile Elam. They effectively used a range of media of their own choice for their pictures, including oil pastels, paints and chalk. Around the school, artwork of a high quality is attractively displayed. Examples of pupils' work include good observational drawings of seashells using fabric crayons and attractively decorated using embroidery and sequins. In Years 1 and 2, pupils explain how they mixed colours to paint self-portraits. Pupils, in Class 3, create interesting designs based on Aboriginal art and older pupils worked well in groups to recreate paintings of a good standard, based on the works of Constable and Seurat. Teachers use a comprehensive commercial scheme of work that clearly identifies the skills, knowledge and understanding for planning and this is having a positive impact on attainment. ICT is used very well to support learning and pupils produce good quality work, for example, William Morris designs and to research Tudor slippers in design and technology.
94. Examples of pupils' work in design and technology include Tudor slippers, moving monsters, Martian buggies, musical instruments and fairground rides. Photographs show younger pupils visiting the local secondary school to make healthy sandwiches. There is clear evidence of the design and making of models, with evaluation so that pupils can explain what they want to do to improve their work.

Music

95. Too few lessons were observed in music to make a judgement about provision. In a successful Year 6 lesson, pupils achieved well and developed a clear understanding of what a lyric is. The lesson provided good opportunity for discussion on social issues in life today. In Year 2, pupils worked hard and developed a thorough understanding of long and short sounds. Several pupils receive tuition in musical instruments and clubs such as the 'Music Club' also support the learning well. In one assembly, the

pupils sang enthusiastically and tunefully. There are some missed opportunities to develop singing skills, for example, in daily assemblies.

PHYSICAL EDUCATION

96. As it was possible to see only one lesson in physical education, no judgement can be made on the overall provision for physical education.
97. Provision in physical education has greatly improved since the time of the last inspection. The new hall now enables a broad curriculum to be followed by all pupils, with former deficiencies of gymnastics and dance now catered for fully in school. Pupils in Years 4 and 5 responded enthusiastically to the purposeful dance lesson following the theme of water. This drew upon previous work in English and geography, and all pupils entered into it with great feeling and self-discipline. Pupils' progress in physical education benefits greatly from the strong links and co-operation with a local secondary sports-specialist school. Pupils from Year 1 onwards have swimming lessons there.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- There is a comprehensive PSHE (personal, social and health education) programme, used across the school.
- The school has recently been awarded 'Healthy Schools' status.
- The very effective leadership has had a very positive impact on provision.

Commentary

98. The school provides very good opportunities for pupils to share their feelings and discuss relevant topics that are related to their personal development. The ethos of the school promotes very good relationships and there are very good opportunities for pupils to take responsibilities. Issues such as sex education, alcohol and drugs misuse are appropriately taught in personal, social and health education.
99. Lessons observed were of high quality. Attitudes and relationships were very good and pupils, in one lesson, confidently discussed their responsibilities at home and those of children in other countries. In another lesson, pupils held a class council meeting, following on from a school council meeting. Pupils prepared an agenda and the meeting was extremely businesslike. All pupils achieved well. Circle-time is used in most classes for discussing issues but none was observed during the inspection.
100. The whole school community has been very actively involved in providing evidence for the Healthy Schools Award. Initiatives include improving the playground facilities, developing teaching and learning of drug education and setting up a 'buddy system' during playtimes and lunchtimes. Other initiatives developed citizenship through fund-raising for people less fortunate than themselves and improving opportunities for

healthy eating and physical exercise in school. Very good leadership has had a very positive impact on the provision of PSHE throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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