

INSPECTION REPORT

High Down Infant School

Portishead

LEA area: North Somerset

Unique reference number: 109076

Headteacher: Mrs A Cowan

Lead inspector: Paul Missin 19227

Dates of inspection: 31st January – 2nd February 2005

Inspection number: 267008

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
Number on roll:	250
School address:	Down Road Portishead Bristol
Postcode:	BS20 6DY
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Appropriate authority:	The governing body, High Down Infant School
Name of chair of governors:	Mrs S Mason
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

High Down Infant School is a school for boys and girls aged from 3 to 7 years. The school is bigger than most other schools of the same type. There are 13 more boys than girls in the school. At the time of the inspection, the Foundation Stage consisted of 72 children in three Reception classes, and 57 children who attended the Nursery part-time. Ninety-seven per cent of pupils are from the White British ethnic group and there are no pupils who speak English as an additional language who are at an early stage of language acquisition. There are 11 pupils on the school's special educational needs (SEN) register and one pupil has a statement of educational need. These are both below average. The most common aspect of SEN is complex learning difficulties. The school received a Healthy Schools Award in 2000 and a School Achievement Award in 2002. The school has been oversubscribed for several years. It has been identified by the Local Education Authority (LEA) as an area for development and, before and during the current inspection, the work of the school has been affected by a significant building redevelopment programme. This involves the construction of a new Nursery unit, an extension to the school hall and several new classrooms. The Nursery was only completed just before the inspection and other classes had been significantly disrupted by the building work. When they first enter the school, most children are achieving standards that are above those expected for their age, but with weaknesses in their early writing skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Information and communication technology, history, geography. Children in the Foundation Stage.
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16492	Bob Lever	Team inspector	Mathematics, design and technology. Special educational needs. Pupils' personal, social, health and citizenship education.
15917	Bob Cross	Team inspector	Science, art and design, physical education.
22745	Rosalind Johns	Team inspector	English, religious education, music. English as an additional language.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

High Down Infant School is a good school, with several very good features. By the time they leave, most pupils are reaching standards in reading, writing, mathematics and science that are well above average for their age. Children get a good start in the Foundation Stage. The very high standards that pupils reach and the good progress they make is promoted by the good teaching across the school and the well planned curriculum. The very good leadership and management of the Headteacher and the very effective support provided by the governing body and other senior staff mean that the school is committed to maintaining these very high all round standards. The school provides good value for money.

The school's main strengths and weaknesses are:

- The very good leadership and management of the Headteacher provide the school with clear educational direction and ensure that self-evaluation procedures are rigorous and effective.
- The governing body and the other senior staff in the school provide significant challenge and support to the school's leadership and management.
- The good teaching and learning across the school enable pupils in Year 2 to reach standards that are well above those expected for their age in reading, writing, mathematics and science. However, standards in information and communication technology (ICT) are not as high as they could be because computer skills are not used sufficiently to support learning widely across all other subjects.
- Provision for children in the Foundation Stage is good and ensures that they are well prepared for their work in the National Curriculum.
- The excellent partnership which the school has with its parents and the very good links with the community give the school a high profile in the locality and support very well the standards that pupils achieve.
- Pupils' very good attitudes to learning and the very good behaviour they demonstrate in class and around the school, help to encourage an effective learning environment where all pupils are valued and make good progress in their learning.
- Pupils' personal and social development are promoted well but they are not sufficiently aware of the impact of the other ethnic groups that make up our own multicultural society.
- The current library accommodation is poor. This will be improved as a result of the new building programme.

The school has made good overall improvement since the last inspection. Good progress has been made in addressing the developmental issues identified in the last report. For example, the school's high expectations of behaviour are now consistently applied and opportunities for the development of children's physical and creative skills in the Foundation Stage have been improved. Pupils continue to make good progress in their learning. Strengths in teaching have been maintained and consolidated and leadership and management are now stronger and more effective.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	A*	A
writing	B	A*	A*	A*
mathematics	A	A	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*

Standards attained in the 2004 national tests for seven-year-olds were well above average in all subjects. In reading and writing, compared with all schools, the results were among the top five per

cent of schools nationally. The current Year 2 pupils are also reaching standards in reading, writing, mathematics and science that are well above average. Standards are above average in religious education (RE) and average in ICT and PE. There was insufficient evidence for judgements to be made in other subjects. Basic literacy, numeracy and scientific skills are taught well and these subjects are well managed.

Achievement is good for boys and girls of all abilities. Achievement is very good in science and good in all other subjects except PE and ICT. Achievement is satisfactory in ICT because there is insufficient application of skills across other subjects to allow skills to be further and more fully developed. Children in the Foundation Stage also make good overall progress and achieve well. They achieve well in all areas of learning except in their physical development where achievement is satisfactory and in their personal, social and emotional development and in knowledge and understanding of the world where their achievement is very good. Very good achievement is directly related to the quality of teaching and learning.

Pupils' personal qualities, including their attitudes, behaviour and relationships are very good. Pupils are enthusiastic learners and try hard at their work. They listen attentively and work co-operatively when required. Pupils' spiritual, moral and social development is good, but they are not made sufficiently aware of the multicultural nature of British society. Pupils get to school on time and attendance is well above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school, including teaching and learning, is good. Teachers plan well and have high expectations of what pupils can achieve. They are inventive and resourceful and provide imaginative activities which encourage and stimulate pupils. ICT is not used well enough to support pupils' work in subjects other than literacy and numeracy. Pupils learn well because they are interested, well motivated and work well together. Assessment is good across the school, but very good in the Foundation Stage. Very good use is made of the analysis of test data. The curriculum is good, as is the overall level of resourcing. Accommodation is satisfactory at the time of the inspection but improvements will be secured following the successful completion of the current building programme. Care and welfare procedures are very good, as are the school's links with the local community. The school's partnership with its parents is excellent and this impacts very positively on the standards that pupils achieve.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The very good leadership provided by the Headteacher and the very good support from the Acting Deputy Headteacher and the other senior teacher ensure that there is no complacency in the school and that high standards are being sought in all areas of its work. The leadership and management of the Foundation Stage are very good. The school has a very strong ethos and a clear aim of including all pupils in its work. Governance of the school is very good. Governors use their knowledge and expertise well to support the school and critically evaluate its effectiveness. Governors meet all their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very positive in their views of the school. All parents in their pre-inspection questionnaire thought that their children were making good progress and that they were expected to behave well. Pupils enjoy coming to school.

IMPROVEMENT NEEDED

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

- Ensure that ICT skills are developed more widely across other curriculum areas.*
- Improve the accommodation for the school library.*
- Ensure that pupils are made more aware of the culture and lifestyle of the ethnic groups that make up our own multicultural society.

* Identified in the School Improvement Plan

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Across the school pupils of all abilities, including the more able, those with SEN and the few speaking English as an additional language, achieve well. Children in the Foundation Stage also achieve well and reach standards that are above those expected for their age. By Year 2, pupils are attaining standards that are well above those expected nationally.

Main strengths and weaknesses

- By the time they leave the school, pupils reach standards in reading, writing, mathematics and science that are well above those expected for their age.
- Children in the Foundation Stage achieve well and their work provides a very effective base on which further learning is built.
- Provision for pupils with SEN is good and this enables these pupils to make good progress in meeting their own learning targets.
- Better achievement in ICT is limited by the lack of consistent opportunity for pupils to use their skills across different subjects.

Commentary

1. Overall, children in the Foundation Stage achieve well and reach standards that are above average for their age. In personal, social and emotional development and in their knowledge and understanding of the world, standards are well above average and achievement is very good. Standards are above average in all other areas of learning except in children's physical development where they are average. In this aspect, the building work has meant that children have not had as much regular access to outdoor play and activity areas as they would have had normally. Standards in the writing element of children's language work are also average. The school's own assessment data show that children's early writing skills are less well developed when they enter the school. Standards are high because the curriculum is planned well to meet all children's needs and teaching and learning are effective.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.3 (17.1)	15.8 (15.7)
writing	18.3 (17.3)	14.6 (14.6)
mathematics	18.3 (17.7)	16.2 (16.3)

There were 71 pupils in the year group. Figures in brackets are for the previous year

2. Analysis of the trend of results in the recent national tests for seven-year-olds shows that standards have been consistently above and well above the average expected in all and in similar schools. The results in 2004 were very high. The proportion of pupils reaching the expected Level 2 in reading and writing and mathematics was among the top five per cent of schools nationally. The proportion of pupils achieving the higher Level 3 was also very high, with the proportions in writing and science representing the top five per cent of schools nationally. Since 2002, as a result of the school's priority on writing, the results in the national tests have risen significantly.
3. The findings of this inspection are that standards in Year 2 are well above average in English, mathematics and science, above average in RE and average in ICT and PE. There was

insufficient evidence for judgements to be made in other subjects. These judgements are slightly lower than the very high standards achieved in the 2004 national tests but are in line with the school's own assessment of the current year group and are broadly in line with the findings of the last inspection. Since 1999, high standards have been maintained in reading, mathematics and science. They have been improved in writing and RE and have remained the same in ICT. High standards have been maintained because the school's leadership is not complacent and is continually seeking, through effective self-evaluation procedures, to ensure that the school continues to move forward.

4. Across the school, pupils of all abilities make good progress in their learning and achieve well. Although there is variation in the standards that children achieve when they enter the school, most have had some pre-school experience and reach standards above those expected for their age. These strengths are consolidated and built on well and enable children to make good progress in their learning to achieve above average standards by the time they enter Year 1. An important strength in children's achievement is the way in which they are very well prepared, through several areas of learning, for their further work within the National Curriculum. In Years 1 and 2, pupils continue to make good progress and to build on this good foundation and most achieve standards that are well above average by the time they leave the school. Pupils achieve well in all inspected subjects except in science where achievement is very good, and in PE and ICT where it is satisfactory. In science, achievement is very good because pupils are introduced to scientific processes very effectively and are given very good opportunities to undertake a wide range of interesting and challenging investigations. Better achievement in ICT is limited by the lack of opportunity for pupils to apply their skills sufficiently in subjects other than literacy and numeracy.
5. Pupils with SEN make good progress against their specific learning targets and goals. They do very well when receiving extra support and teaching appropriately matched to their needs. Their individual learning plans are sufficiently specific for accurate assessments of progress to be made. The needs of the few pupils who speak English as an additional language are met well. These pupils have full access to the National Curriculum and are enabled to achieve at the same rate as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour overall are very good. Their attendance and punctuality are also very good. Spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- The school successfully promotes very good attendance levels and parents ensure the attendance of their children.
- Pupils demonstrate a very good interest in school life and in the range of activities provided.
- Pupils behave very well and their willingness to be enterprising and take responsibility is very good.
- Pupils' confidence and self-esteem are very good.
- The school promotes very good relationships between pupils and adults with its community atmosphere.
- Pupils are not made sufficiently aware of our multiethnic society.

Commentary

6. Attendance is very good and above the national median and this aspect has improved since the last inspection. The school ensures that parents and carers appreciate the importance of the prompt and regular attendance of their children at school. These efforts are very effective and, as a result, the rate of unauthorised absence is extremely low. During interviews and discussions with pupils, it was very evident that they enjoyed coming to school and looked forward to their lessons. There have been no exclusions this year and none in the previous school year.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian

No of pupils on roll
146
2
1
1

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

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

- The very good attitudes and behaviour and relationships between pupils and staff contribute to the impressive sense of community in the school. Pupils show very good interest in their lessons and strive hard to achieve the expectations of their teachers. The community atmosphere that permeates the whole school has a positive effect on pupils' learning. Pupils understand the school rules and do their best to keep them and, as a result, standards of behaviour have improved since the last inspection and are now very good. All adults in the school set very good examples for their pupils. The culture promoted by the school is one of a large and happy family where everyone is valued and respected. Both parents and pupils confirm how much they enjoy and benefit from this caring environment.
- The school takes every opportunity to promote pupils' personal and social development. Pupils are allotted various tasks which range from responsibility for returning registers to the office to being 'class leader'. These duties are rotated so that every class member has the opportunity to become a monitor. Monitors carry out their duties quietly and conscientiously and use their initiative when the need arises. The school encourages the personal and social development of pupils whenever possible. Pupils understand the differences between right and wrong and demonstrate this by their attitudes and actions in school. They have a good level of respect for the feelings and values of others and this is continually fostered by the family atmosphere of the school. Pupils spoken to during the inspection said that there was no bullying in school and no inappropriate behaviour was seen during the inspection. Pupils were involved in drawing up the school rules and all fully understand the need for living and working in harmony.
- Overall, the spiritual, moral, social and cultural development of pupils is good and is encouraged in many ways. Involvement with the local cluster group music festival, music concerts and Old Vic performances in school add to pupils' cultural education. Parents judged the recent Christmas play performed by their children to be 'fantastic'. The links with the neighbouring church assist the spiritual awareness of pupils. Pupils' spiritual development is promoted well in assemblies by the use of appropriate music and the use of prayers and times for reflection. Moral issues are fostered formally through personal, social, health and citizenship (PHSCE) lessons and are constantly reinforced informally through the actions of the school staff together with the overall caring atmosphere of the school. In addition to visitors from the arts, pupils are very well aware of their own cultural background through visits to churches and other local places of interest. As noted in the last OFSTED report, provision for pupils' spiritual, moral, and social development continues to be strong. However, although the school has enjoyed visits from the Ethnic Minority Service, African drum artists and others, pupils have little real experience of a full multicultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The overall quality of teaching and learning and of assessment procedures is also good. The curriculum is well planned and provision is enhanced by a good number of visits and visitors to the school. Care and welfare procedures are very good. The links established with parents and the partnership which the school encourages are excellent. Links with the community and with other schools and colleges are very good. Provision in ICT is not fully effective and shortcomings in the school's accommodation have limited the progress that pupils make in some areas.

Teaching and learning

Across the school, the quality of teaching and learning and assessment procedures is good.

Main strengths and weaknesses

- The quality of teaching and learning in English, mathematics and RE IS good. In science, it is very good.
- The effective teaching and support given to children in the Foundation Stage provide a very good preparation for their learning and are important reasons why pupils attain well by the end of Year 2.
- Across the school, pupils are consistently managed well. Teachers create effective learning environments where pupils are well motivated and keen to do their best.
- Assessment procedures are good in Years 1 and 2 and very good in the Foundation Stage.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (24%)	22 (60%)	6 (16%)	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.

10. Important strengths in the quality of teaching have been maintained well since the last inspection. The teaching profile is similar to that recorded in the 1999 inspection, but the proportion of very good teaching has increased. The school has successfully built on many of the teaching strengths that were reported at the last inspection. The inspection findings confirm parents' and pupils' positive views.
11. Currently, teaching and learning are very good in science, good in English, mathematics and RE and satisfactory in ICT and PE. Since the last inspection, where it is possible to make comparisons, the quality of teaching has been improved in science, has dropped in ICT and PE and has remained the same in other subjects. Teaching is particularly strong in science because teachers consistently promote very good experimentation and investigative skills and they ensure that pupils are keen to do their best as they explore new work. In English, teachers are confident and knowledgeable and use questioning skilfully to support and encourage pupils. In mathematics, teachers demonstrate good subject knowledge and they devise activities which interest and challenge pupils. The quality of teaching and learning is lower in ICT because teachers have not ensured that ICT skills are used sufficiently across different subject areas.
12. Teachers' lesson plans are detailed and clear. Plans show the specific learning intended in the lesson. This helps pupils' learning as teachers' expectations are made clear to them. Plans also show a good range of interesting and challenging activities and the key vocabulary to be introduced. A further strength is the positive way that pupils are managed and lessons conducted.

Teachers treat pupils respectfully and consistently with firmness and fairness. Teachers and their assistants support and encourage pupils well and this helps their motivation and commitment to their own learning. Weaknesses in teaching in otherwise satisfactory lessons are where pupils' inappropriate calling out is not challenged sufficiently, where pupils are inactive for too long in PE and where older pupils in the mixed age class are not sufficiently challenged.

13. A very effective lesson in the Nursery illustrated several further features of very good teaching. A small group activity was focusing on magnets and the magnetic properties of some materials. The teacher's lesson plan was very full, giving information about learning objectives, a progression of activities and some key vocabulary to be introduced. The children were settled well and were very interested when the magnets and the different materials were introduced. They had opportunities to investigate themselves and tried out the magnets using the selected materials. One child was amazed when the magnet was able to pick up a large number of paper clips. His description of what had happened was accurate and perceptive. 'When I put the magnet in, all the paper clips jumped up'. The teacher then challenged the children to begin to sort the materials into those attracted and not attracted to the magnet. Throughout, she continued to prompt the children with questions like, 'What is happening now?', 'Did you expect that?', and 'What do you think will happen next?' The activity finished with further challenges such as, 'Can you move that paper clip without touching it with the magnet?' As a result of this effective teaching, children were engrossed in their learning, had great fun exploring and successfully developed some important scientific principles.
14. The quality of teaching and learning in the Foundation Stage is good with several very good features. Strengths which impact well on the quality of children's learning are the positive way that they are encouraged and challenged. Staff in the Nursery welcome children warmly when they first arrive at the school and the soft music playing and the well established early morning routine help the children to feel safe and secure and ready to learn. Class routines are clear and well ordered. The arrangement of some whole class work, followed by a combination of free choice activities and focused small group work, is effective in teaching specific skills, in providing opportunity for learning through play and in enabling children to make choices in their learning. Further strengths are in the clear and detailed lesson plans which teachers use and the effective co-operation which takes place between class teachers and their assistants. Assistants are well prepared and make a significant contribution to the high standards that children attain. The needs of children with SEN and those with EAL are met well. They are treated sensitively and supported well. This enables them to take a full part in all class activities. The level of challenge provided in the development of investigative skills is very good.
15. The teaching of pupils with SEN is good and this leads to effective learning. Teachers use appropriate methods and plan work which is well matched to pupils' need. Class teachers are aware of the targets set out in pupils' individual learning plans. Teaching Assistants (TAs) provide good support, which helps pupils to achieve well in learning basic skills and in other lessons. The group work organised by the SEN co-ordinator is very good. It is very well planned and carefully structured. Assessment arrangements are effective and records are thorough and well maintained. The school uses assessment data from teachers and from a range of tests to inform target-setting procedures in individual education plans. Assessments made on entry to the school enable early identification of pupils needing extra support.
16. Assessment procedures are good across the school. In the Foundation Stage, they are very good. An important strength in assessment procedures in Years 1 and 2 is the careful and detailed analysis of the data from national tests. This enables the school to gain a clear view of the trends in test results and an indication as to where the strengths and weaknesses of particular groups lie. The school also collects data from assessments of the work that pupils do in different subjects. Assessment procedures are very good in science and in all elements of English and good in mathematics. In all these subjects the knowledge, concepts and skills which the pupils are acquiring are assessed and recorded following each unit of work. Procedures in other subjects are less detailed. However, useful information is being built up of pupils' learning according to the key objectives of other subjects. The data collected are used well to set overall achievement targets for individuals, groups and each year group. Pupils' individual targets are helpfully shared with parents

during their termly consultation meetings. The good and very good assessment procedures are an important reason why pupils achieve well and attain high standards in this school.

17. Assessment in the Foundation Stage is very good. The careful and routine monitoring of what children know and can do is at the heart of teachers' practice. The process of collecting assessment information is begun as soon as children enter the Nursery. Teachers and their assistants begin to make assessments of what children can and cannot do in all areas of learning and these are recorded and maintained in a very useful 'Learning Diary'. These provide a comprehensive record of children's achievements which feed into the Foundation Stage Profile completed at the end of the Reception year. Class teachers and their assistants also make detailed assessments as children are undertaking other activities. This leads to a very good level of assessment data. Data are then used to identify strengths and weaknesses in children's learning which are used to further refine teachers' approaches.

The curriculum

Curricular provision is good overall. In Years 1 and 2, it is good and in the Foundation Stage it is very good. The enrichment of the curriculum is good. Overall, the school's accommodation and resources are good.

Main strengths and weaknesses

- Detailed curricular planning in Years N to 2 underpins the high standards that pupils reach in English, mathematics and science in Year 2.
- The needs of all pupils are well catered for by the school's curriculum and, as a result, they receive very good equality of opportunity.
- Provision for children in the Foundation Stage ensures that they make a good start to their schooling.
- Provision for pupils with SEN is good.
- The range of visitors to the school is a particular strength of curricular enrichment.
- The in-depth knowledge that teachers have of some subjects and the training provided for support staff are strengths of staffing provision.
- Good resources help the pupils to progress.
- There are strengths and weaknesses in the school's accommodation.

Commentary

18. Throughout the school, curricular provision meets all statutory requirements including those for RE and collective worship. Effective arrangements are made for the pupils' academic and personal and social education. Curricular planning is based on appropriate national guidelines which are carefully adapted to the particular needs of the school. Planning is comprehensive and gives a secure base for pupils of all abilities, including the most able, to make good progress. It also allows the pupils in the class which has both Year 1 and Year 2 pupils to do well. The high quality of this planning, along with the school's good assessment procedures, are significant factors in promoting the well above average standards that the pupils reach in English, mathematics and science in Year 2.
19. All pupils do well in this school and are given full equality of opportunity. This means that they are well prepared to make the best of the later stages of their education. Science is a particular curricular strength. Investigative science is introduced from the earliest stages so that pupils gain a very secure understanding of scientific methods, skills and knowledge as they move through the school. The implementation of the curriculum is also well developed through science, arts and geography weeks. This innovative practice extends the pupils' knowledge of these subjects and provides additional interest and enjoyment for them. A shortcoming in the curriculum is the way in which ICT is used to assist the pupils to apply it in subjects other than English. Pupils receive a good grounding in their understanding of Western Culture and in aspects of the culture of other countries. However, curricular provision for improving the pupils' awareness of the multicultural

nature of British society is underdeveloped. The weakness of pupils working in the same group too often, which was noted when the school was last inspected, was not evident during this inspection.

20. The curriculum for children in the Foundation Stage is good. Appropriate concepts and skills are taught through a topic approach which brings together several important areas of learning. All class teachers follow an agreed curricular format of whole class introductions, specific skills taught in small group situations and a wide range of related free-choice activities. This method of organisation is very effective and is applied consistently across the Foundation Stage. All teachers use resources well and devise several interesting and challenging approaches to their work. Weaknesses identified at the last inspection have been addressed well. Opportunities for children to have access to appropriate creative and physical skills, which was an issue for development highlighted at the last inspection have been improved well. Opportunities to develop physical skills are not yet fully in place because of recent building restrictions.
21. Overall, the curricular provision for pupils with SEN is very good. The curriculum is appropriately organised for those identified with SEN and no pupils are disapplied. Arrangements for using individual learning plans are effective in ensuring learning needs are met whilst still enabling pupils to have access to the whole curriculum. The teaching assistants are experienced and receive training within and outside school. Accommodation is adequate. There are shared areas and rooms where pupils can be withdrawn to be taught individually or in groups but most support takes place in classrooms. The building easily enables disabled access and disabled toilet facilities are provided. The new building will further enhance the accommodation.
22. The number and variety of visitors to the school are particular strengths of the school's good enrichment of the curriculum. These have included theatre groups, musicians, artists, dancers and authors. Educational visits also support the pupils' learning well. Each year group goes on a planned trip including, for example, to The Sea Life Centre at Weston Super Mare and Caldicot Castle. Good use is also made of the local area by visiting places like the nearby church. Before the school's building works started, the school grounds were developed to help the pupils' understanding of the environment. Plans are in place to redevelop this aspect of the curriculum when the building works are completed. A sound range of after school clubs, for example, in art, football, French and mathematics games also enhances curricular provision. The breakfast club also helps the pupils involved to benefit from their work in school. Overall, the school's good enrichment of the curriculum ensures that pupils are given opportunities to broaden their horizons, develop new interests and enjoy their work.
23. The number of teaching and support staff in the school is similar to that found in most schools of the same size. However, these staff have a good range of experience and expertise so that they meet the needs of the curriculum well. Teachers have particularly good knowledge of science, mathematics, art and the Foundation Stage. Teaching assistants are well trained and deployed so that they give effective help where it is most needed. The school is well resourced. This is an improvement on the findings of the school's last inspection when resources were judged to be adequate.
24. Overall, the school's accommodation is satisfactory. However, accommodation for children in the Foundation Stage is good and will be improved further when the current building programme is completed. Other strengths include the ICT suite, the cooking area, the parents' room and the grounds. Shortcomings include the limited space in the classrooms in the annex, although these classrooms do have access to good shared areas, the lack of a suitable library and the fact that the hall is used as a throughway. The lack of a library and the problem of access through the hall will be addressed by the current building programme.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The school is very good at ensuring a safe environment for pupils during the current building work.
- Relationships with adults in school are very good.
- Induction arrangements for children starting school are very good.
- Pupils are very well supported in their academic and personal development.

Commentary

25. The school has very good health and safety procedures in place. The ongoing building work and alterations to the school provide daily challenges for all the school staff. The health and safety risks associated with this work are handled extremely well by all members of the school staff and the school governors and consequently minimise the risks to pupils. Parents compliment the school on how well they are coping with these problems.
26. Most staff have appropriate first aid qualifications. There are full child protection procedures in place and all school staff are aware of the appropriate procedures. The Headteacher is the designated child protection officer and has had appropriate training. The caring culture that permeates the school has been retained since the last inspection and ensures pupils' well being. This, coupled with the fact that the staff know their pupils very well ensures a caring environment which encourages learning.
27. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Discussions with pupils show that they feel very safe and secure and would be happy to turn to any adult in school should they need help, comfort or advice. The views of pupils about different aspects of school life are welcomed and encouraged. An example of this good pupil involvement is the input they had into the composition of the school rules. The school's systems to monitor and track pupils' standards and progress are very good with emphasis placed on social interaction. Induction arrangements for children starting school are very good. Visits are made to local playgroups and most children starting school feel confident and comfortable in their new surroundings. Parents confirm that they appreciate these very good arrangements.

Partnership with parents, other schools and the community

The school's links with parents are excellent. Links with the community, other schools and pre-schools are very good.

Main strengths and weaknesses

- Parental involvement with learning at school and home is excellent.
- An active Parent Staff Association supports the school's work very well.
- Procedures dealing with complaints and concerns are very good.
- There are very good links with other schools and educational establishments.
- The school's 'open door' policy is acknowledged and appreciated by parents.

Commentary

28. Parents and carers have very positive views of the school and the school works extremely closely with them. Parental involvement is a significant strength of the school. The school has a particular skill in welcoming and encouraging parents to help their children both in school and at home. Parent recruitment starts from the day their children start school. This involvement is so strong that some parent helpers arrange their working hours to enable them to assist in lessons. A parent set up a science activity week which was enjoyed by parents and pupils alike. Another shares her weaving skills with pupils. Others help with listening to readers and similar tasks. The school provides parents with a dedicated 'parents room' where they can meet, enjoy a break and

discuss their work in school. Outside school, parents have organised and supervise a 'walking bus' on two routes to school. Once a year, parents support a 'Dig, Dance and Decorate' day where they help maintain the school and gardens. The Parent Staff Association raises considerable funds for use by the school. Their efforts have provided data projectors, outside seating and musical instruments for the school.

29. The school provides a very good range of information and parents say that they are kept very well informed. The school prospectus and the governors' Annual Report to parents are informative and now comply with statutory requirements. Parents say that they find the annual reports detailed and contain no surprises as they have regular contact with the school through the home/school book. Regular newsletters keep parents up to date with curricular information and other school news. Parents receive questionnaires which help the school formulate the school improvement plan. In addition to formal meetings throughout the school year, parents are encouraged to talk to teachers on an informal basis. Procedures for dealing with complaints and ensuring satisfaction are very good. Communication with parents is constant and enables them to give the correct help to their children with learning at home. The school operates a genuine open door policy and, as a result, parents have no qualms about approaching any member of the school staff.
30. Links with other schools and colleges are very good. Close liaison with neighbouring schools is maintained through the local cluster group. An advanced skills teacher shares her expertise with other schools and students from the University of the West of England undertake teaching practice in school. There are good links with local pre-school groups and most parents say that their children settle into school well. There is similar good liaison with the neighbouring junior school and the school makes every effort to ensure that pupils enjoy a smooth transition to the next stage of their education.
31. The school has very good links with the local community. Both the school and the governing body are pro-active in working to promote their involvement with the local community. Pupils enjoy visits from a variety of people and organisations. These range from the police, fire and local lifeboat service to parents talking about and playing various musical instruments. The school has a close connection with the local carnival committee and their efforts have helped revive the annual carnival tradition. The school premises are used by a local drama group and local organisations are invited to take part in school events. All these links have a positive effect on the quality of education that the pupils receive

LEADERSHIP AND MANAGEMENT

The leadership and management of the school and its governance are very good.

Main strengths and weaknesses

- The Headteacher's very good leadership and management of the school ensure that it aims for the highest standards in all aspects of its work.
- The Headteacher is managing the current building programme very well.
- The Headteacher is supported very well by a very effective Acting Deputy Headteacher and the other senior teacher.
- Detailed school improvement planning and effective self-evaluation processes are at the heart of this school's work.
- Governors support and challenge the school very well.
- The leadership and management of the work of children in the Foundation Stage are very good.

Commentary

32. The Headteacher's leadership of the school is very good. She has a clear vision for the school's further development which she articulates clearly to all involved with the school. This vision is based on nurturing young children but also ensuring that the school seeks the highest possible academic standards. Strengths in leadership are recognised by both parents and governors and, at

their meeting, several expressed the view that the current Headteacher had taken over the school two years ago seamlessly and without any loss of forward momentum. A strength is the way in which the whole staff team works together to seek and maintain high standards. The Headteacher is very well supported by the Acting Deputy Headteacher and the other senior teacher. They are fully involved with decision making processes in the school and, as a result, their contribution is seen to be valued.

33. The Headteacher's management of the school is very good. Strengths are her organisational skills and how she manages and arranges the information about the school so that it is immediately accessible. The policies and documentation which underpin the school's work are very well organised. Communications are also very good. The system whereby issues are discussed by the senior management team, the year group and phase teams and through subject leaders' meetings ensures that concerns are aired and shared and that information is passed smoothly. These strengths help to involve and inform the full staff team and are important reasons why staff morale is high.
34. School improvement planning is clearly centred on maintaining and improving the standards pupils achieve. The process of evaluating the previous plan and of devising a new plan helpfully involves all stakeholders. Parents and governors are regularly consulted and the school is investigating how pupils' views can be used. Performance Management procedures, which involve both teaching and support staff, are implemented very effectively. There are clear links through teachers' professional targets to the priorities in the school improvement plan and to each teacher's own professional development. An important strength in the school's work is its approach to self-evaluation. In this aspect, the school is proactive and innovative. The school is part of the Bristol Self Evaluation scheme and is working over a period of two years to have accreditation of work being done particularly in the Foundation Stage. This is involving a thorough review of several aspects of the school's work and the school is wisely extending these self-evaluation practices across the whole school.
35. A current feature of the school is the significant building work which was being carried out at the time of the inspection. The Headteacher managed this potential difficulty very effectively. She was determined not to let any building inconvenience detract from the opportunities provided for pupils. She has liaised very successfully with planners, contractors, parents and colleagues at the nearby junior school in order to minimise difficulties. She has been very aware of the need to ensure that the environment is safe and this has involved re-locating several classrooms and changing the access routes into school and between classes on several occasions. Parents stressed how pleased they were with the way that the building changes had been managed.
36. The leadership and management of the Foundation Stage are very good. The co-ordinator has a very clear understanding of the needs of these young children and has been instrumental in developing a very effective curriculum. A strength is the way in which the agreed approach has been adopted consistently across all Reception and Nursery classes. This has been achieved through the regular meetings with all teachers and support staff in the Foundation Stage and the effective communications that exist. The co-ordinator ensures that the work of the Foundation Stage is an integral part of the whole school's work. The work of the Foundation Stage provides a very good base from which further progress in pupils' learning takes place.
37. Management of the provision for pupils with SEN is very good. There are accurate records of pupils' progress and the required documentation is in good order. The co-ordinator is experienced and knowledgeable and keeps up-to-date by attending relevant meetings and courses.
38. Governance of the school is also very good. Individual governors use their interests and expertise well and, through the several active committees and the work of the full governing body, they have a very good view of the working of the school. Scrutiny of the minutes of recent meetings shows that aspects such as the standards pupils achieve, curriculum policies and the changes in the school building are all considered in detail. The very full reports which the Headteacher makes to the governors' meetings ensure that they are well informed about school issues. Several governors attend the training provided by the LEA. Governors have had useful discussions about

their responsibility to monitor the school's work. From these have come an agreed programme whereby governors are allocated a subject or aspect of the school and they make a recorded report of their visit. Governors have a clear view of the management of the school's finances.

39. The school's finances are managed well. The main finding of a very recent LEA office audit reported that the school's finances were administered to a good standard. The process of devising the school's annual budget is secure. Effective co-operation between the Headteacher, the administrative assistant and the school's part-time bursar ensures that a draft budget is produced. This is then appropriately discussed and formally approved by the governing body. The larger than usual carry forward is explained by funds which the school has earmarked for re-equipping the new classrooms when they come on line after the current building programme is completed.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	607,296.31
Total expenditure	607,982.99
Expenditure per pupil	2441

Balances (£)	
Balance from previous year	35,760.80
Balance carried forward to the next	35074.12

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

40. At the time of the inspection, the Foundation Stage consisted of 73 children who are taught in three separate Reception classes and 57 children who currently attend part-time are taught in two Nursery classes. Currently, about half of the children who enter the Reception class progress through the school's Nursery and half come from other local playgroups. Most of these have had pre-school experience before they enter the school.
41. When children enter the school, most are attaining standards that are above those expected for their age. This was also the judgement made at the last inspection. However, there is a good range of ability in each class and assessment data indicate that children enter the school with mathematical skills that are better developed than language skills. While several children are already confident speakers, their early writing skills and listening ability are often less well developed.
42. By the end of the Foundation Stage, children are in line to reach standards that are above those expected for their age in all areas of learning except in their physical development where standards are average. This is the result of the impact of the current building programme which has meant that children have had less opportunity to take part in a range of outside activities.
43. Children achieve well and make good overall progress in their learning. Achievement is very good in personal, social and emotional development and in knowledge and understanding of the world, satisfactory in physical development and good in all other areas of learning. A strength in provision is the way in which all children are provided with a rich variety of experiences, which prepares them very well for future work within the National Curriculum. The carefully planned curriculum and the effective teaching are important reasons for the good progress that children make. The current judgements about the standards pupils achieve and the progress they make are similar to those made at the last inspection. In 1999, children were also making good progress in their learning and standards were at least in line with, and sometimes above, those expected.
44. The quality of teaching and learning is good overall, with several very good features. Examples of very good teaching were evident in both the Nursery and Reception classes. The quality of teaching of personal, social and emotional development and children's knowledge and understanding of the world is very good and, in all other areas of learning, it is good. Strengths in the teaching are the carefully planned lessons, the interesting and challenging activities provided and the effective co-operation evident between teachers and their assistants.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The class teachers and their assistants create a warm, friendly learning environment where children feel safe, secure and valued.
- Children are interested and well motivated and quickly learn to work and play well together.
- Children try new activities confidently and show good levels of concentration and commitment to their learning.
- The quality of teaching and learning is very good.

Commentary

45. Provision in this area of learning is very good and, by the end of the Foundation Stage, children reach standards that are well above those expected for their age. The youngest children in the Nursery are welcomed warmly by the class teachers and their assistants when they arrive at school and all leave their parents willingly. The procedure at the start of each session in the Nursery is carefully planned to ensure a smooth start to the day. There is often soothing music playing as children enter the classroom and they begin taking responsibility for themselves as they attach their name to their picture as a kind of self registration process as soon as they arrive.
46. Across the Foundation Stage, children are involved very well in their own learning. Younger children in the Nursery talk about what activities they would like to follow and, during their snack and milk time, they reflect on what they have done and make simple comments about activities. Older pupils in the Reception year share the activities planned for the day so that they know what is expected of them at different times. Across the Foundation Stage, children are invited to take part in a wide range of activities and are given lots of opportunities to work and play with each other. Inspection evidence confirms that they do this very well. They consistently demonstrate good levels of sharing, supporting each other and collaborative work. They are confident as they try new things and are able to maintain their commitment and concentration impressively. These strengths impact very positively on securing very good attitudes by children. This improves the quality of their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have a good understanding of the letter sounds which begin many common words.
- Children enjoy listening to stories and many are able to re-tell the sequence of many well known stories.
- Children talk confidently about things which are familiar to them.

Commentary

47. A strength in provision is the way in which the class teachers and their assistants continually interact with children in their groups and their play activities in order to extend children's understanding and their vocabulary. The well-planned and interesting activities that are set up help to involve and enthuse the children. A group was observed handling and feeling large ice blocks and a good amount of animated descriptive language was generated as children described what they were doing and how the materials were changing. Children enjoy stories. During the inspection, pupils in Year R listened very attentively as the teacher read the story of *The Enormous Turnip* and many were able to re-tell the sequence of the story. During the lesson, the quality of the children's learning was enhanced well by the opportunity to dress-up as characters as the story was re-told. Children interact well in the role-play area as they discuss together which items from the 'Garden Centre' they wish to buy.
48. Children develop sound early writing skills as older Reception children write their names and words for display captions. Others write well formed sentences about things that have happened to them recently. The early writing work of several children describing features of their class garden centre is well displayed. Evidence from the collection of children's work showed that there were limited opportunities to write for a wide range of purposes. However, the school's policy is to accelerate the development of older children's formal writing skills later in the school year. Useful work is done by teachers in building up children's knowledge of the sounds of letters. One imaginative group exercise illustrated the effectiveness of the teacher's approach. A group of children, supervised by an assistant took part in an outside letter hunt. Different letters were 'hidden' in the outside area and children had to find them and rearrange them into common words. When successful, the hidden message involved a welcome treat, such as 'Ride the Red Bike'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are learning to apply what they know to a wide variety of situations.
- Most children have a good understanding of numbers to ten, and many are confident in using numbers up to 20.
- Teachers ensure that children are introduced well to appropriate mathematical vocabulary.
- Children benefit from teachers' practical approach to the subject.

Commentary

49. Provision in this area of learning is good, as is the quality of teaching and learning. Although children's written work is often recorded temporarily on their class whiteboards, it is the school's policy to delay the formal teaching of written number formation and procedures for recording work to later in the school year for Reception children. As a result, children had very few records of completed written work at the time of the inspection. Teachers adopt a practical approach to the subject and they use resources well to involve the children. In a Reception Year lesson on money, the teacher used a good range of resources, which included large display coins, as well as 'real' money which the children could handle. A further feature of this lesson illustrated how lessons generally are made interesting and skills are applied wherever possible. In order to consolidate children's understanding of five pence, they had to shop and 'buy' their milk and water from one of the adults in the class by finding five pence. In the Nursery, children count the number of spaces in an egg box and then fill them with different coloured objects. In whole class number activities, Reception children are encouraged to count using the prompts of the teachers' counting stick and to identify missing numbers in the sequence from nought to 20.

50. In the small group activities which are planned, children are encouraged to play a wide range of mathematical games. During the inspection, children were using dice confidently as they played their board games. Teaching assistants were careful to emphasise vocabulary such as one or two more and one less than. ICT is used well to reinforce children's learning. Children use a range of programs to help them recognise and use numbers. An activity led by the teacher using a robotic toy helped to develop children's ability to predict and count as they instructed the toy to move over a predetermined distance across the classroom.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children are developing a very good understanding and appreciation of the world around them.
- Computers are used very well to enhance children's learning.
- Children are developing very good procedures for investigating their environment.

Commentary

51. Provision in this aspect and the quality of teaching and learning are very good and, by the end of the Foundation Stage, children are reaching standards that are well above those expected for their age. Teachers put a lot of emphasis on developing children's understanding of their own environment and in using what the children know to develop and extend their understanding. Children in the Nursery gain an understanding of past and present as they talk about what they have done before and what they would like to do in the future. Older pupils in the Reception classes look in more detail at the activities proposed to be undertaken at different times of the school day. Children gain an understanding of the world about them as they make judgements

about the type of weather each day and record it on a simple chart using symbols. They appreciate living things as they grow cress seeds and look after other plants in their garden centre.

52. Children have good opportunities to experience different materials as they have regular access to sand and water play. They are introduced imaginatively to other materials as, for example, some children 'hide' potatoes in the compost heap at the garden centre for others to find, and groups have great fun in exploring the changes that take place in large blocks of ice as they melt. An important strength in this area of learning is the way in which children are introduced very effectively to early investigational skills. Children in the Nursery were observed taking part in a small group activity where they were exploring magnets and magnetic properties. As well as discovering the power of magnetic attraction for themselves, they were able to begin to classify materials into those which were magnetic and those that were not and to begin to make generalisations. One child commented, 'That's metal, it might be magnetic'. Older Reception children taking part in their 'Discovery Workshops' extend their understanding further. In one activity, children were considering the changes that might take place to materials such as chocolate and biscuits when they were heated. A further strength is the way in which ICT is used to encourage learning. Children's skill was developed well as they used the computer to show a route which the mouse should take to reach the cheese or as they dressed Teddy for different occasions.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children's physical development is well planned.
- Children handle tools and materials safely and with increasing control.
- Teachers have overcome the difficulties created by the current building programme well.
- The building programme is intended to eliminate most of the shortcomings in the school's accommodation in terms of the pupils' physical development.

Commentary

53. The quality of teaching and learning in physical development is good. The children's physical development is planned in detail so that suitable activities are provided to help the children to progress. In the Nursery, children show good control of tools when clay modelling. They handle equipment well in their sand and water play and cut and stick materials confidently during collage work. The Nursery children have secure mouse control skills when using ICT. In Year R, the children's finer manipulative skills continue to develop well. For example, they are quicker and more accurate in their use of a mouse control, fold paper successfully in small as well as large folds, mix paint successfully and successfully spoon soil into a container to plant cress seeds.
54. In their work in the hall, Nursery children show sound control, poise and co-ordination as, for example, they respond to music and move as rain. However, many found it difficult to keep in time with the music when asked to move as splashes of rain. In Year R, sound progress continues. This was seen in a lesson where the children carried out floor work involving travelling. They were, for example, able to push and pull themselves along successfully. In both the Nursery and Reception classes, children showed some lack of awareness of others and bunched together too much so that the space available was not well used. This finding was also made by the school's 1999 inspection. Its importance is emphasised by the fact that the present school hall is not big enough. This will be rectified by the new building programme.
55. The school's 1999 inspection found that a minor issue for action was improving the children's physical development. This issue was related to the fact that, at that time, children were judged to get insufficient access to the school's outside play area. It has been well addressed which represents good improvement. In spite of the fact that the children have only moved into the newly

completed Nursery classes recently, they were observed to have constant access to the outside activity areas. The children were well supervised as they used wheeled toys confidently and with growing skill. In the Reception classes, where outside provision is still being developed, children were given as much use of the existing outside area as possible in order to develop their skills. In the past, access to outside areas for physical development has had some limitations. This, allied to the limitations of the hall, explains why the children's achievement is satisfactory although teaching and learning are good.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have opportunities to use a good range of different materials.
- Painting is regularly available as a free choice activity.
- Singing and the use of musical instruments are important across the Foundation Stage.

Commentary

56. Provision in this area of learning is good and, by the end of the Foundation Stage, children reach standards that are above average for their age. This aspect has been improved well since the last inspection when it was reported that children's work was too directed and unimaginative. Work on display in the classrooms indicates that children now have opportunities to use a good range of creative materials. This is shown in their work, such as the large paintings of snowmen and portraits of themselves and others in the class. In their work on textiles, children have arranged interesting patterns with different coloured wool and have undertaken some imaginative weaving with neckties which decorate an area of outside fencing. Children are now given good opportunities to select a creative activity. During the inspection, several children were observed in choosing a painting activity which was provided as part of their self-choosing. This area of weakness identified at the last inspection has been addressed well. Children experiment with different feelings as they paint representations of hot and cold colours. Interest in colour is promoted well through the Tuesday Fun Day during the inspection which was Red Day. Clothes, objects and pictures were brought to school reflecting the red theme.

57. Singing is an important part of all classes activities. Children in the Nursery join in enthusiastically with the singing of *Five Green Bottles*, while older Reception children sing a song they have learnt about the story of *The Enormous Turnip*. In the Reception classes, children learn to create music for a purpose. In a lesson where children were learning about Chinese New Year, they were able to create sounds using a range of instruments to reflect the noise and activity of a Chinese New Year procession. Foundation Stage children sing enthusiastically when they join with others for their act of corporate worship.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and are reaching well above average standards.
- Standards in the national tests and assessments are consistently high.
- Pupils are very careful listeners and confident and adventurous in speaking.
- Enjoyment of books is an integral part of school life but library facilities are not good enough.
- Pupils write in bold and imaginative ways.
- Handwriting detracts from the quality of pupils' finished work.

- Teaching is well-informed and confident but marking is not always constructive.
- ICT is being used effectively to aid both teaching and learning.
- Good leadership ensures a strong focus on constant improvement.

Commentary

58. In Year 2, standards in English are well above average in all aspects of the subject and reflect the broad pattern of results in the national tests and assessments during recent years. The achievement of all groups of pupils is good. At the last inspection, standards in English were reported to be above average overall so improvement has been good. This is because the school is constantly challenging itself to raise pupils' attainment even higher in the subject. Its self critical and analytical approach means that, when weaknesses in pupils' work are pinpointed, prompt and decisive action is taken to tackle them. Recent successful initiatives have been dramatic improvements in writing at Level 3 in the 2004 assessments and in boys' overall attainment in the subject.
59. In Year 2, pupils' very good speaking and listening skills significantly increase their overall progress. Many are very confident, clear communicators who enjoy using interesting words and sounds. They offer their ideas freely and, in many cases, their contributions are lively and expressive. Most pupils are also attentive and responsive and listen carefully to teachers' instructions and explanations. This helps them to grasp new ideas and information quickly so that they settle to work without delay. In a whole school assembly observed during the inspection, pupils were calm and reflective when listening to the story of *The Good Shepherd* and, as a result, were able to give thoughtful responses about everyone being important to God
60. Pupils' considerable enthusiasm for books is a strength of their learning. Many read with great fluency, accuracy and pleasure and cheerfully talk about how they practise their skills at home. They have a wide range of techniques for tackling unfamiliar words and talk happily about simple aspects of stories they have enjoyed and favourite characters and authors. Pupils particularly enjoy the rhythm and sound of expressive language and are well aware of how to vary the quality of the voice to bring the text alive. In a Year 2 lesson where different groups were reading parts of *The Three Billy Goats Gruff*, pupils enthusiastically matched the tone and volume of their voices to the various characters and were completely caught up in the excitement of the story. They are well aware of how to locate simple information in non-fiction books. The library is part of the new building programme but the current provision is not a vibrant or exciting environment to give added impetus to pupils' enjoyment of books.
61. In Year 2, pupils have a strong awareness of the structure of a story and write in a variety of ways including instructions, rhymes, retelling traditional tales, settings and characters. Many know how to sustain the interest and pace of a story and bring ideas to an appropriate conclusion. They are becoming more adventurous in their choice of words and know how to improve simple sentences with descriptive words and connectives to develop a more interesting story line. Their enjoyment in experimenting with words is seen in Year 2 pupils' Action poems. They also fill their work with sparkling images, for example, *The Poet Tree* and winter stories inspired by *The Snow Bears*. As a result of the school's recent focus on spelling, pupils are using their knowledge of phonics and word patterns well and they also have a good grasp of the rules of simple punctuation. Handwriting is a relative weakness. Many pupils do not consistently write in a neat, joined style and others have limited control over the size and shape of letters. This undermines the presentation of their work and was also noted at the previous inspection.
62. As in the last inspection, the overall quality of teaching and learning is good. Teachers' confidence in teaching the subject is shown in their lively presentations and in their high expectations of the quality of pupils' work. In a Year 2 lesson where pupils were already reading with vivid expression, the teacher encouraged them to show tension and suspense in their voices in order to improve their performance. Teachers are also good at asking simple yet specific questions which make pupils think carefully and build on previous learning. In a Year 1/2 lesson about traditional stories, the teacher's probing questions enabled pupils to understand the purpose

and importance of punctuation in their reading of *Little Red Riding Hood*. Teachers' relaxed and natural control of pupils creates a friendly, supportive atmosphere in the classroom and a happy partnership in learning. In a Year 1 phonics session, the teacher sensitively used pupils' mistakes as learning points and interacted well with groups to give the right blend of help and challenge. Other common strengths are comprehensive planning and good use of ICT to teach key skills in a clear and systematic way. Teachers usually ensure that there is a sense of urgency in lessons which keeps pupils alert and motivated, but occasionally a flagging pace leads to loss of momentum in learning. They do not always make the best use of the skills of teaching assistants and helpers. Marking does not always give pupils clear pointers about how they can improve their work.

63. The subject is well led. The co-ordinator has a good overview of work through her well-established monitoring role as Key Stage 1 co-ordinator. ICT is fast becoming a natural part of pupils' learning in the subject. Tracking procedures are very good and are carefully used so that all pupils are appropriately challenged. Targets have also helped to make pupils more aware of their own performance and to maintain high standards.

Language and literacy across the curriculum

64. The development of language and literacy across the curriculum is good. For example, in PSHCE, Year 1 pupils discuss healthy living. Year 2 pupils practise non-fiction writing in geography about features of life in the desert and the Arctic and about the Great Fire of London in history. In music, they recreate with instruments the twists and turns of the plot of *Jack and the Beanstalk* and, in RE, explore the significance of Remembrance Day both orally and in writing. Pupils record their scientific investigations carefully. Teachers also ensure that subject language is clearly defined and reinforced so that pupils learn to use it naturally and confidently.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good and lead to pupils achieving well and maintaining high standards.
- Pupils show good attitudes and are enthusiastic.
- Leadership and management are very good and ensure that the subject enjoys a high profile.
- Thorough analysis of data informs future planning.
- There is good support for pupils experiencing difficulties.

Commentary

65. Standards in Year 2 remain well above average as they were at the previous inspection. This maintains the consistent trend of high standards and reflects the findings of last year's assessments, which were well above the average both nationally and compared with schools of a similar background. Standards are very high in all elements of the subject. Pupils are above average when they enter Year 1 and continue to make good progress and achieve well to improve on this by the time they leave the school. Almost all are on line to achieve the required standard and approximately half the number of pupils to exceed it. Pupils experiencing difficulties are well supported to reach the expected levels by teachers and their assistants and pupils capable of high attainment are challenged to do their best.
66. Teaching and learning are good overall. In the lessons seen, they were never less than good and often very good. Teachers insist on high standards of behaviour and set up a calm environment where learning can take place. They have good subject knowledge and challenge all abilities. Planning of work is well matched to needs, as teachers know their pupils well. Pupils show good attitudes. They behave well and are enthusiastic in their work. They listen attentively

and know what they are expected to do. They enjoy mathematics and are keen to do well. In a very good Year 2 lesson, the teacher provided a good range of activities in which pupils used balances, weights and scales. The activities were very well matched to different ability groups and all pupils were challenged to do well. They were engrossed in their work and co-operated very well to complete their tasks successfully. In Year 1, pupils showed good understanding of money. They recognised all coins and were able work out amounts in a purse and the higher attainers were able to work out how to make up specified amounts.

67. Leadership and management of the subject are very good and make a significant contribution to the high standards achieved. The co-ordinator is very skilled and experienced and offers very good support to colleagues. She monitors lessons and helps set targets. Thorough analysis of accurate assessment information highlights future development needs. She ensures the subject has a high profile amongst pupils and their parents by making the subject fun and by providing a library of mathematical games and curriculum evenings. There has been a good improvement in the school's provision of mathematics since its last inspection.

Mathematics across the curriculum

68. There are good opportunities to use mathematics in other subjects. This is particularly evident in science, where pupils measure the growth of plants and graph their findings. They take body measurements and display these in graphs and charts. Increasing use is made of computer software to reinforce what is taught and to aid pupils' understanding. This was evident in solving money problems. Teachers regularly use the digital projectors to support their teaching.

SCIENCE

Provision in science is **very good**

Main strengths and weaknesses

- Standards are well above those found in most schools.
- Pupils of all abilities and needs do very well in science.
- Investigative work is very well developed and this is very effective in raising standards in other aspects of the subject.
- The way the pupils' work is organised makes them independent learners.
- Pupils have very good attitudes because their work challenges and interests them.
- The management of the subject promotes its improvement very effectively.
- Curriculum planning promotes smooth and rapid progress.
- ICT is not used well enough to assist pupils' learning.

Commentary

69. Pupils in Year 2 reach well above average standards. In the 2004 national end of year assessments made by teachers, virtually all pupils reached the level they were expected to attain and 61 per cent reached above average standards. This represents very good achievement for pupils of all needs and abilities. The school's last inspection also judged standards to be well above average. As in 1999, there are significant strengths in the pupils' knowledge of all areas of science and no important weaknesses.

70. The quality of teaching and learning is very good. When the school was inspected in 1999, it was judged to be good. A significant reason for this improvement is the even better use of investigative work to teach science. In 1999, good use was made of this aspect of science to teach the subject. This inspection finds that the very good teaching of investigative science is a key factor in the high standards reached by the pupils in all aspects of the subject. Throughout the school, teachers organise most of the pupils' work in groups which are set challenging but attainable scientific investigations. As a result of this whole school approach, the pupils learn to apply their knowledge as young scientists. They carry out experiments which, to some extent, they

devise themselves, analyse and record the results and draw conclusions from their work. For example, in conversation with a group of Year 2 pupils, the pupils explained how they had measured and recorded the length of parts of their own and their classmates' bodies such as their hands and feet. They had then considered the relationship between height and the length of parts of the body. For example, they had investigated the proposition "Do the tallest children always have the longest feet and hands?" The children confidently explained that their results had not confirmed this correlation.

71. Other strengths in the teaching include the teachers' knowledge and understanding of science. They teach with energy and enthusiasm which motivates the pupils to work hard. Additionally, during the inspection, teachers were frequently seen to make very good use of ICT as a teaching aid. The teachers also encourage the pupils to apply their skills in a range of other subjects in science. For example, they use block graphs and mathematical diagrams to record their work, make good use of their speaking, listening and writing skills and produce careful observational drawings. A particularly effective feature of the teaching is the way that teaching assistants and parents are used to support the pupils' group work. This means that all groups, except those who are deliberately set to work independently, have the support of a well briefed adult to help them to deal with any difficulties that they encounter.
72. The quality of learning benefits from the fact that the school's method of organising the pupils' work in science makes the pupils think for themselves. As a result, they become confident and independent learners who apply and extend their own understanding of the subject. In the lessons seen, the pupils worked co-operatively and productively in groups. In those groups led by teachers or other adults, the pupils were attentive, applied themselves well and responded thoughtfully to the demanding questions they were asked. When working without direct adult supervision, the pupils responded very maturely. They discussed their task and how to approach it very sensibly and were engrossed in their work. The pupils co-operated very well in order to achieve their objective and followed the leadership of whoever came up with what they considered to be the best approach to their work.
73. The improvement in the quality of provision in science since the school was last inspected has been very good. High standards have been maintained and teaching and learning and the use of investigative science are even better than they were in 1999. This is because the leadership and management of the subject are very good. The curriculum is enhanced by an annual science week during which the whole school celebrates the subject and works on different aspects of the same topic. However, there is no complacency because provision is very good. The co-ordinator has plans to continue to develop the subject by, for example, revising the scheme of work (which is already strong), improving resources in the school's library and extending the subject's links with the outside environment. The co-ordinator also recognises that the use of ICT by pupils to improve their work in this subject is also an area of relative weakness.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Computers are used well to support work in literacy and numeracy.
- Older pupils use computers effectively to produce posters for their Healthy Schools topic.
- Data projectors and digital cameras are used well across the school.
- The school does not build effectively on the skills developed in the Foundation Stage and the use of ICT skills across other curriculum areas is not sufficiently developed.

Commentary

74. By the end of Year 2, pupils reach average standards and pupils of all abilities achieve satisfactorily. This was also the judgement of the last OFSTED inspection. However, a weakness

in pupils' achievement is that the skills acquired by children in the Foundation Stage are not developed sufficiently to accelerate the progress that pupils make by the time they leave the school.

75. Discussion with pupils and a scrutiny of their previous work showed that they had been introduced to a satisfactory range of concepts and skills. Younger pupils were able to enter text on the computer and to write their names using specialist keys such as delete, space bar and shift. They were also able to change the size and colour of the font they were using and to print their work. Older pupils use word-processing skills to display posters for the Healthy School initiative such as 'Eat Oranges Everyday' and are able to create effective multicoloured titles and to import relevant clip-art illustrations and position them carefully for effect. Other pupils use art programs effectively to enhance their appreciation of colour and pattern. Displayed work showing contrasting black and white snowmen pictures and coloured firework pictures were effective.
76. The quality of teaching and learning is satisfactory. At the time of the last inspection, teaching was good. In the single lesson observed, the focus was exploring the different range of sources which might be used to provide information about the local area. The class teacher had assembled a good range of information pictures which were clearly displayed on the class whiteboard. Pupils' understanding of information sources was developed satisfactorily but a weakness was that older and more able pupils in this mixed age class were not sufficiently challenged. Several effective examples of the use of ICT in literacy and numeracy lessons were observed during the inspection. For example, younger pupils used language programs to develop their understanding of letter sounds in literacy and in numeracy, pupils use a computer shopping program to develop their understanding of coin values. The way that the timetable was organised meant that it was not possible to observe any lessons in Years 1 and 2 being taught in the computer suite.
77. Interesting topics are planned and the school has recently redeveloped and re-equipped its computer suite. Resources are now satisfactory. The ratio of computers to pupils is broadly average. A recently appointed co-ordinator is making a sound start to her new responsibilities. Interest in ICT is promoted well in classes where the data projectors are used to enliven teachers' presentations. Digital cameras are used well by teachers and pupils. There are several displays of pupils' work around the school and photographic evidence is used well in pupils' assessment folders. Assessment procedures, although relatively new, are useful and well maintained. Teachers record pupils' achievements at the end of each unit of work. As the records are maintained this will provide information about the progress pupils make through the subject. Overall, there has been a satisfactory improvement in the school's provision for ICT since its last inspection.

Information and communication technology across the curriculum

78. Computers are used well in literacy and numeracy and satisfactorily in some others areas. For example, the school's digital cameras are used well by each class to record and display pupils' work. Teachers use ICT well to support pupils' learning in literacy and numeracy. However opportunities to use ICT are not taken sufficiently in other areas of the curriculum, most noticeably in science.

HUMANITIES

There was insufficient evidence for an overall judgement to be made about standards or provision in history and geography. A scrutiny of curriculum planning indicates that an appropriate range of topics is covered in both subjects on a useful two-year cycle.

79. In **geography**, pupils draw simple sketch maps of the classroom, the local area and their journey to school, and are beginning to use symbols to show the main features. They look at the other main features of the local area, such as the leisure activities available in Portishead. Pupils' appreciation of more distant places is developed as they consider where others in the class have gone for their holidays and they make comparisons between their area and the imaginary island of Struay. Pupils make interesting offsite visits to support their work as they visit Slimbridge, Weston-Super-Mare and local farms.

80. In **history**, pupils develop an understanding of what it was like in the past as they consider the events surrounding the Great Fire of London and sequence the main events which took place. Their appreciation of chronology is developed as they draw a timeline to show some of the main events of their own lives. Other pupils consider how times have changed more recently as they look at old and new toys and talk about and record the differences between them. Interesting visits are made to places of local historical interest.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- A good improvement has been made since the last inspection.
- Pupils are given plenty of opportunities to discuss important questions.
- Good relationships mean that pupils can express their feelings in class.
- Pupils are taught to respect religious and cultural diversity.
- Good leadership ensures that there is a clear focus on development.
- ICT is not used sufficiently.
- There are not enough visits and visitors to give an added dimension to the subject.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

81. In Year 2, pupils' attainment is above the expectations of the locally agreed syllabus and achievement is good. This is higher than the standards reported at the previous inspection so improvement has been good.

82. Pupils develop a good understanding of some simple, basic concepts of world religions such as Christianity, Hinduism and Islam. As part of their work on Festivals and Celebrations, Year 1 pupils have looked at special times like birthdays, weddings, Easter and Christmas. They have also explored the simple meaning of parables like *The Good Samaritan* and its universal message of love and kindness. Pupils also know that churches are special places for Christians and, following their recent visit to St Joseph's Church, they can recognise the main features of a church building and the importance of symbolism such as the Cross, incense and stained glass windows.

83. The overall quality of teaching and learning is good. Teaching is well planned and structured and there is a good balance between imparting knowledge and providing opportunities for pupils to think, and talk about, important questions. Teachers involve pupils in their work sensitively and imaginatively and question pupils perceptively to develop their responses and their thinking. Pupils' very good oral skills are used very well in the subject; they share their ideas willingly and have respect for the views of others. Teachers also work hard to make different values and beliefs vivid and relevant to pupils' lives. Pupils are encouraged to develop sensitivity and respect towards different religions. In a Year 2 lesson as part of their work on Friends, Family and the Community, pupils looked at the daily life of a Muslim child especially in relation to praying five times a day. The teacher drew well on her easy rapport with the pupils and created a calm, focused atmosphere. This enabled pupils to give thoughtful views and to develop a good appreciation of how prayer strengthens the Muslim family and wider community. They were also able to draw simple comparisons between festivals and special books associated with Islam and Christianity.

84. The subject is well led and managed and the co-ordinator has a good overview of teaching and the development of RE in the school. ICT is not used adequately in the subject. Assessment procedures are too new to have had any real impact on pupils' progress. Pupils visit the local church but there are not enough visits and visitors to bring the curriculum to life. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development when they

talk about the significance of Remembrance Day, write Christening wishes for a new baby and understand the meaning of Divali in the Hindu religion.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence for overall judgements to be made about standards or provision in art and design, design and technology and music. Curriculum plans indicate that an appropriate range of concepts and skills is addressed.

85. The good quality displays of artwork show that **art and design** is important to the school. These displays and the other evidence show that, during their time in the school, pupils are given ample opportunities to work in a variety of media and techniques. This enables them, for example, to experiment with colour, size, shape and pattern and to gain increasing confidence in developing the detail of their work. The co-ordinator has in depth knowledge of art and design and uses this enthusiastically to promote the development of the subject. A particularly noteworthy feature of the subject is the annual Arts Week. One theme of this week was the sea. During this week pupils worked with a wide range of materials including paint, salt dough, willow, driftwood and textiles. The work produced included a large scale frieze on an outside wall in which the pupils were helped by parents. During Arts Week and throughout the rest of the year, good links are made between art and design and other subjects such as music, science, design and technology and RE. The evidence shows that teachers make good use of ICT as a teaching aid. However, it also indicated that the pupils used this tool in art less than they do in most other schools. The co-ordinator has also stimulated the pupils' interest in the subject by arranging for an artist in residence to visit the school and by running an art club. A suitable variety of appropriate systems, including sketchbooks, exists to assess the pupils' progress in the subject. There was some evidence of the pupils' understanding of other cultures, for example, African masks being developed in art and design. However, this is a relatively under developed aspect of the subject.
86. Planning indicates that the required aspects of **design and technology** are covered at appropriate levels in line with national guidelines. The co-ordinator reports good links to the Science Week and very good support from parents. Every class has a digital camera to record work as it progresses and photograph finished products. Although resources are adequate, storage is a problem, particularly in the annexe. There are appropriate opportunities for pupils to use their measuring skills and to develop their technical vocabulary. In the single Year 2 lesson observed, teaching and learning were good and pupils were achieving well in developing their cutting and joining skills. They had looked at a range of puppets and had designed glove puppets using pictures and words. The teacher elicited the specification for the puppet and a list of criteria. Pupils then marked, cut out and joined the materials by sticking. Another group sewed materials together to make finger puppets. Pupils concentrated well and worked hard. They were beginning to identify what worked well and what they needed to change.
87. Not enough evidence was gathered during the inspection to make overall judgements about provision and the quality of teaching and learning in **music**. In the hymn practice, pupils responded well and sang songs like *When I needed a neighbour* tunefully and enthusiastically. In a good Year 1 lesson about recognising the difference between pulse and rhythm, pupils sang *This Old Man* and echoed the rhythmic phrases clapped by the teacher very effectively. They also made good progress in creating rhythmic patterns based on words and phrases. Similarly, in Year 2, there was a lively sense of enjoyment in music as pupils followed the twist and turns of the plot of *Jack and the Beanstalk* while playing a variety of instruments. They worked intelligently and imaginatively to create their musical ideas and the teacher encouraged them to be critical in order to improve their performance. Pupils do not have enough opportunities for listening to, and discussing, music from other cultures and for playing ethnic instruments.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The pupils' evaluative skills are developed well.
- There are strengths and weaknesses in the teaching of the subject.
- The teaching of PE is planned in detail.
- Links with other cultures are carefully developed.
- There are good links with music.
- The subject is well managed.
- The subject is successfully supported by extra curricular activities.
- There are strengths and weaknesses in the school's accommodation for PE.

Commentary

88. All of the lessons observed during the inspection involved aspects of dance and music and movement. In these aspects of PE, standards are average in Year 2. These standards represent satisfactory achievement. No comparisons with the findings of the school's 1999 inspection are possible as no clear judgements of standards were made at that time. The pupils show suitable co-ordination and control, for example, as they devise movements reflecting fire. When given the opportunity for independent group work, they show good imagination in devising dance sequences. The pupils show good early evaluative skills when assessing the performance of others in order to identify strengths and also, although to a lesser extent, areas for improvement. When performing, the pupils do not use the space available well enough and bunch together too much which restricts the development and quality of their work.
89. Overall, the quality of teaching and learning is satisfactory although some good teaching was seen. Strengths of the teaching include detailed lesson plans which ensure that the pupils' skills are developed progressively. Teachers remind pupils of their earlier work in the subject and explain carefully how this will be built on during the lesson. Lessons are well structured so that pupils warm up, their skills are enhanced during the main part of the lesson and then they cool down. The teachers' management and control of pupils and the quality of relationships in classes are good. As a result, the pupils enjoy their work and try hard. The pupils' awareness of other cultures is also raised in this subject, for example, by the teaching of Indian dance. Useful links with music were also made when the pupils moved to *Peter and the Wolf* and also learned the names of the instruments involved and to recognise the sounds that they made.
90. Elements of relative weakness in the teaching included over direction by the teacher. Where this happened, pupils spent too long simply copying the teacher's movements rather than applying and developing their own skills and imagination. Additionally, although teachers regularly recognised how pupils could improve their performance, this rarely happened effectively. Pupils were generally advised to do something better rather than being shown how to do it or being given a good demonstration to watch. An exception to this was the way pupils were given good assistance to improve their facial expressions when portraying the grandfather in *Peter and the Wolf*. The pace of lessons was variable. Sometimes, teaching was slowed down by over long introductions. In other instances, sequences of movement went too quickly to allow the pupils to do their best. The effect exercise has on the body was not discussed adequately in any of the lessons observed.
91. The school's 1999 inspection noted that the time allocated to PE was too limited because the hall was not available in the mornings and that some lessons were too short. This is no longer the case. The time given to PE meets expectations and the hall is used at all times of the day. In addition, the strengths identified in the subject in 1999 have been maintained in spite of some difficulties with the accommodation. This represents a good improvement since 1999 which is due to good management. The co-ordinator has a clear view of the subject's strengths and

weaknesses and a secure plan for the continued improvement of PE. These plans include increasing the use of digital photographs to monitor both the implementation of the scheme of work and the pupils' progress. The subject is suitably supported by two football clubs and the help of the local football team. The school's outside accommodation provides good facilities for the teaching of PE under normal circumstances. The small school hall is due to be significantly enlarged during the current building programme.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Teaching and learning are good and lessons contribute to pupils' very good attitudes
- The school's ethos provides well for personal growth.
- A good range of visits and visitors broadens pupils' horizons
- Good leadership has ensured a clear policy and helpful guidelines.

Commentary

92. Standards are above expectations for age. Pupils achieve well and build on previous experiences and work in the Foundation Stage. Lessons and the very good ethos in the school lead to very good behaviour and relationships. The school encourages its core values through high expectations of behaviour and pupils are involved in setting class and school rules. Adults provide very good role models and there are very caring relationships. These are reinforced by the use of rewards, Golden Time, Headteacher's awards and achievement assemblies.
93. Teaching and learning are consistently good. Teachers know their pupils well and take every opportunity to aid their personal development. They insist on good behaviour and encourage pupils to support each other and to work independently when appropriate. Pupils respond by behaving sensibly and respecting the views and feelings of others. In the lessons seen, Year 1 pupils learnt the value of exercise for healthy living. They ran around the playground and field to raise their heart rate and were able to describe the effects of exercise. They attentively watched a video, which reinforced their learning and saw how the lungs, heart and muscles were affected. Year 2 pupils built on this and looked at various sports but learnt that not all exercise is from sport but can result from play and everyday life. In 'circle time' they responded to mimes by taking turns and not calling out. The lesson finished with pupils using describing words to say nice things about each other round the circle, to make others feel good about themselves.
94. Management of the subject is good. The co-ordinator has put a lot of time and effort into devising a comprehensive programme to support learning in this area. In this subject and in science lessons, pupils learn about health issues. Drugs and sex education are covered at an appropriate level for pupils' ages. The subject supports pupils' speaking and listening well as there are good opportunities for discussion. There are close links with the police and lifeboat services, which make pupils more socially aware. There are visits from theatre and dance groups and close links with the church, which develop cultural and spiritual awareness. The school is part of the Schools for Health Project and organises a Walking Bus. Pupils raise money for different charities that have included Comic Relief, Babe Appeal, Children in Need, Wrong Trousers Appeal and Samaritans' Operation Christmas.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
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	2
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).