

INSPECTION REPORT

REDFIELD EDGE PRIMARY SCHOOL

Oldland Common, Bristol

LEA area: South Gloucester

Unique reference number: 109011

Headteacher: Mr Clive Cooper

Lead inspector: Mr Paul Nicholson

Dates of inspection: 27th – 30th September 2004

Inspection number: 267549

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	182
School address:	High Street Oldland Common Bristol
Postcode:	BS30 9TL
Telephone number:	01454 867165
Fax number:	01454 867166
Appropriate authority:	The governing body
Name of chair of governors:	Mr Steven Searle
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Redfield Edge is a small community primary school situated in Oldland Common, a semi-rural area, to the east of Bristol. Currently, there are 182 pupils (89 boys and 93 girls) on roll aged four to 11 years. When children enter the school, their attainment is similar to that expected for their age. All of the pupils are of white British origin. None speaks English as an additional language. Four per cent of pupils are known to be eligible for free school meals. Although this is below the national average, the pupils come from a wide, but generally average socio-economic background. The proportion of pupils identified as having special educational needs has fallen significantly over recent years and is close to the national average. One pupil has a Statement of Special Educational Needs. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is below that found nationally. Since the last inspection the school has had major building work. Newly built classrooms for Years 3 to 6, together with a new library and information and communication technology (ICT) suite has brought the school together on one site.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25406	Paul Nicholson	Lead inspector	Mathematics Information and communication technology (ICT) Modern foreign language Design and technology Physical education
10329	Brian Sampson	Lay inspector	
27324	Daphne Crow	Team inspector	The Foundation Stage curriculum Science Art and design Music Personal, social and health education and citizenship
21687	Helen Davies	Team inspector	English Religious education History Geography Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Redfield Edge Primary School provides its pupils with a **satisfactory** quality of education. Teaching and learning are satisfactory overall. Standards achieved are satisfactory and improving. The school is satisfactorily led and managed. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good teaching in reception ensures children make a good start to their school life.
- In Years 1 and 2, teaching is good, and so pupils do well in English, mathematics and science.
- Planning for the future does not sufficiently prioritise what the most important actions are to improve standards.
- There is not a sufficiently sharp focus on improving teaching and learning, particularly in Years 3 to 6.
- The provision for pupils' personal development is good, and pupils have positive attitudes and behave well.
- It is a very caring school and there is good support and guidance for pupils.
- There is good support for pupils with special educational needs and they make good progress.
- Teachers do not make sufficient use of pupils' literacy, numeracy and ICT skills in other lessons.
- Good links with parents support pupils' learning.

The school has made satisfactory progress since its last inspection. It has improved the standards achieved by younger pupils in English, mathematics and science, but developments have yet to consistently impact on the achievement of older pupils. Standards in ICT and religious education have improved across the school. The school has greatly improved its accommodation and resources, and this has had a positive impact on the ethos of the school.

STANDARDS ACHIEVED

Year 6 results

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

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

Overall, pupils' achievement is **satisfactory**. In reception and Years 1 and 2, pupils achieve well, as do pupils with special educational needs. In Years 3 to 6, achievement is satisfactory. Standards are improving and the work seen during the inspection indicates that:

- From an average start, children in reception do well, and by the time they start Year 1, most will reach and a significant number will exceed the national standards, the early learning goals.
- By the end of Year 2, pupils reach standards that are above average in reading, writing, mathematics and science, which represents good achievement. Pupils achieve the expected standards for their age in ICT and religious education.
- Standards in the current Year 6 are average in English, mathematics and science. Standards in ICT and religious education have improved and are now average. The samples of pupils' work seen in other subjects are in line with national expectations for their age. In Years 3 and 4, overall standards are above average, reflecting the better standards achieved by Year 2. The school's performance in national tests in Year 6 has varied. The results in 2004, for which there are currently no national comparisons available, are not as high as the good results for 2003 shown above.

Overall, pupils' personal development is **good**, and this has a positive impact on pupils' learning and the ethos of the school. The school's provision for spiritual, moral and social development is good, and for cultural development it is satisfactory. Pupils have positive attitudes and their behaviour is good. There are good relationships between pupils and between pupils and staff. The pupils' rate of attendance is above the national average.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall. In reception, teaching is good and children make a positive start to their time in school. In Years 1 and 2, teaching and learning are good in English, mathematics and science. In Years 3 to 6, teaching is satisfactory overall and at times good. There is scope to further improve the proportion of good and better teaching so as to ensure consistently good achievement throughout the school. The school provides pupils with a satisfactory range of learning opportunities. There is good provision for pupils with special educational needs and a good range of extracurricular activities is available. Pupils are very well cared for and there are good links with parents.

LEADERSHIP AND MANAGEMENT

The school is **satisfactorily** led and managed overall. Leadership, management and the governance of the school are all satisfactory. The headteacher has successfully improved the ethos of the school and, together with the staff, has begun to raise standards of achievement. Governors are supportive and carry out their statutory duties well. They have a satisfactory understanding of the strengths and weaknesses of the school. Planning for the future does not have a clear enough focus and monitoring and

assessment are not used rigorously enough to ensure achievement improves consistently throughout the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views of the school. They particularly appreciate the arrangements for settling children into reception, and are comfortable approaching staff. The school provides parents with very good information, but a significant number of parents are unhappy about the way the school has sought parents' views over the merging of two classes. Inspection evidence found that their views were taken seriously by the school. The majority of pupils express positive views of the school. They enjoy new activities in lessons and appreciate the help teachers give them when they are stuck. They know who to seek advice from if they have a problem.

IMPROVEMENTS NEEDED

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

- Have a sharper focus on whole-school priorities for development when planning for the future and monitoring progress.
- Ensure information from monitoring and assessment is used more rigorously to target improvements in teaching and learning.
- Increase the proportion of good and better teaching.
- Improve the use of pupils' literacy, numeracy and ICT skills in supporting and extending their learning in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in reception and in Years 1 and 2 is **good**, and for pupils in Years 3 to 6, it is **satisfactory**. Standards in the core subjects of English, mathematics and science are **above average** by the end of Year 2 and **average** by the end of Year 6.

Main strengths and weaknesses

- Children in reception make a good start to their education.
- Pupils in Years 1 and 2 do well in reading, writing, mathematics and science.
- Pupils with special educational needs make good progress.
- Standards in recent years have not always been high enough in national tests in Year 6.

Commentary

1. At the time of the last inspection, standards achieved by pupils were requiring some improvement. Overall standards by the end of Year 2 and Year 6 were average, but in some subjects, including ICT and religious education, standards were below average. Since that time, the school has been through a period of change. There have been improvements to the accommodation, including the transfer of Years 3 to 6 from nearby old buildings to newly built additional classrooms attached to the school's original Victorian building, which has also been refurbished. The improved access to resources has had a positive impact on pupils' learning.

Foundation Stage

2. Children enter reception with attainment similar to that expected for their age. From this average starting point, they do well. Very effective induction arrangements and good teaching ensures that any weaknesses in children's learning are quickly addressed and that all children settle quickly to the classroom routines. Their personal, social and emotional skills develop very well because of the high priority given to this area. Children make good progress and achieve well in the other areas of learning including communication, language and literacy and mathematical development. Most children are on target to reach the early learning goals¹, and a significant number will exceed them by the time they start in Year 1.

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy, children should be able to write their own name and other things such as labels and begin to write simple sentences.

Key Stage 1

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

Standards in:	School results	National results
Reading	16.8 (16.2)	15.7 (15.8)
Writing	15.2 (14.6)	14.6 (14.4)
Mathematics	17.0 (17.6)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

3. The trend in the school's average National Curriculum point scores² shows that the school's results in reading, writing and mathematics at the end of Year 2 have been improving at a quicker pace than those nationally. Results in 2003 show that standards in all three areas were above average. The results from 2004, for which there are currently no national comparisons available, and evidence from the inspection, indicate that standards have continued to improve and that pupils in Year 2 are on target to attain above average standards in reading, writing and mathematics, and also in science. Pupils' achievement in these subjects is good. By the end of Year 2, standards are in line with national expectations in ICT, and in religious education they are in line with the expectations of the locally agreed syllabus. This is an improvement on the last inspection and the pupils' achievement in these subjects is now satisfactory. It was not possible during the inspection to make overall judgements on the standards in other subjects, but in the samples of work seen, standards were in line with those expected for the pupils' age.

Key Stage 2

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

Standards in:	School results	National results
English	28.2 (26.2)	26.8 (27.0)
Mathematics	27.0 (26.8)	26.8 (26.7)
Science	30.0 (29.1)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

4. The school's results over recent years in National Curriculum tests at the end of Year 6 have varied greatly from year to year and from subject to subject. Over recent years, results in English, mathematics and science have been inconsistent, but tending in the main to be average. The trend in the school's average point scores shows that overall the school's results have been improving at the same pace as those nationally. In 2003, for example, the school did well compared with similar schools and standards were above the national average in English, average in mathematics and well above average in science. While the majority of

² The average points score provides schools with a single statistic to compare the overall grades attained by all of their pupils with the grades attained by pupils in another school as well as an average for all schools nationally. The National Curriculum level attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points, Level 3 = 21 points, and so on. Therefore, the average points score in mathematics is worked out by adding up all of the points based on the level attained by pupils and then dividing by the number of pupils who took the test. This means that a school whose average points score for mathematics in the end of Year 2 national tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Year 6, is 27.

pupils reached expected standards in 2004, the overall results were not as high when compared with 2003, but they indicate that achievement based on the pupils' prior attainment was broadly satisfactory. Evidence from the inspection indicates that the current Year 6 is on target to achieve average standards in English, mathematics and science. Given the pupils' average standards at the end of Year 2, this represents satisfactory achievement in these core subjects. Achievement in Year 5 is satisfactory. These pupils have maintained the average standards in English and science and the above average standards in mathematics reached when in Year 2. Pupils in Years 3 and 4 who did well in their Year 2 tests have maintained above average standards in English and mathematics, and their achievement is satisfactory.

5. By Year 6, standards in ICT are now in line with national expectations in all aspects of the subject. In religious education, standards are in line with the expectations of the locally agreed syllabus. Pupils' achievement is satisfactory in both subjects. This is an improvement on the last inspection brought about by improvements in planning, resources and teaching. It was not possible to make full judgements on standards in other subjects. However, the lessons seen and work sampled indicate that overall standards are in line with national expectations. Pupils identified with special educational needs make good progress in English and mathematics. These pupils achieve well in relation to their individual targets, particularly when additional support is provided by teaching assistants in lessons or in small groups.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities, including behaviour, are **good**. Provision for spiritual, moral, social and cultural development is **good** overall. Attendance and punctuality are **good**.

Main strengths and weaknesses

- The school successfully promotes good relationships.
- Most pupils behave well in lessons and about the school.
- Pupils show a good interest in school life and the range of activities provided.
- Pupils' spiritual, moral and social development is good.
- There are weaknesses in some aspects of cultural development.

Commentary

6. The school takes care to ensure all pupils are fully included in the life of the school. All staff work hard to promote good relationships within and outside of classes. This results in good behaviour and pupils working and playing happily together. Most parents feel that children like school and behave well. There have been no exclusions during the last school year. Behaviour is particularly good when the school comes together in assemblies. Pupils sit still and silently as they listen to music at the start of assembly, which creates a spiritual atmosphere. The school effectively encourages all pupils to develop caring attitudes to others. For example, older pupils help younger pupils with their reading. Good behaviour in lessons and pupils' good levels of interest have a positive impact on their learning.

7. Children in the reception class make very good progress in personal, social and emotional development, and quickly learn to take some responsibility for their learning and gain independence. They know the right way to behave and how to share equipment and take turns. Throughout the school, pupils' personal development is good overall. Assembly themes provide pupils with a time for reflection, and promote a good sense of spiritual awareness. The good ethos of the school also helps to promote a sense of spiritual awareness. Pupils co-operate well together when working in pairs or small groups and persevere with tasks even when they encounter difficulties. The school council gives pupils a good opportunity to take an active part in how the school develops. A wide range of purposeful activities is provided outside of lesson times. These are appreciated by pupils and support their social development well. Pupils enjoy helping with the smooth running of the school by undertaking responsibilities such as tidying up after lessons. Circle Time³ provides pupils with suitable opportunities to put forward their thoughts and feelings on a variety of issues, and most pupils listen to and show respect for the views of others.
8. Provision for cultural development is satisfactory. Pupils are given the opportunity to visit places of cultural interest and to study the work of famous artists and musicians. As well as learning French, the school has developed international links with pupils in France and Australia. This helps to broaden pupils' knowledge and understanding of different countries. However, although pupils have a reasonable knowledge and understanding of other faiths that they have studied and show them good respect, they are not given sufficient opportunities to understand or explore the issues surrounding living in a multicultural society.
9. The school has good procedures to ensure attendance, which is still above the national average. The parents are good at ensuring their children's attendance, punctuality is good and classes start on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.0	School data:	0.0
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for its pupils. Teaching and learning are **satisfactory** overall. The curriculum is **satisfactory**, though with **good**

³ During Circle Time, pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times, and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

enrichment. The school takes **very good** care of its pupils and there are **good** links with parents and other schools.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall: it is good in reception and in Years 1 and 2, and satisfactory in Years 3 to 6. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- Teaching in reception ensures children make a good start to their education.
- In Years 1 and 2, teaching in English, mathematics and science is good.
- Teachers do not make sufficient use of pupils' literacy, numeracy and ICT skills in other lessons.
- Teachers in Years 3 to 6 do not always make sufficient use of practical activities.
- While a good range of assessment information is collected, more effective use could be made of marking and assessment data.
- Teachers manage the pupils well.
- Pupils with special educational needs receive good support.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	10	16	0	0	0

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

10. Teaching and learning in the reception class are good. Staff work well together as a team, and there is a good balance between adult-led activities and children learning through their own investigative play. Parents are very happy with the induction procedures and teaching is particularly good in children's personal, social and emotional development. Consequently, children settle quickly into the classroom routines and form very positive attitudes towards school. Reception staff make effective use of daily assessment information to provide interesting activities that motivate the children and help them make good progress towards their early learning goals.
11. Teaching in English, mathematics and science is good in Years 1 and 2. Pupils build on the positive start made in reception and make good progress in these core subjects, and so results in Year 2 national tests are above average. Teachers' good understanding of what pupils need to learn results in well-planned activities that provide challenge and interest for pupils of all abilities.
12. Teaching in Years 3 to 6, where pupils consolidate their learning, is satisfactory. Although teaching is at times good, there is insufficient good or better teaching to ensure a consistently good rate of progress in pupils' learning similar to that seen in reception and Years 1 and 2. As a result, achievement is satisfactory and results in national tests at Year 6 that are variable. The school has correctly identified that there is scope to improve the range and effectiveness of teaching methods used, but recent training has yet to have a full impact on the progress of older pupils.
13. In lessons seen, teaching was never less than satisfactory. In the best lessons, teachers have good subject knowledge, plan suitable activities to meet the needs of the different ability groups within their class and ensure a brisk pace. In many lessons that are satisfactory, teachers are not always sure of the most effective ways for pupils to achieve what they want the pupils to learn. Lesson objectives are sometimes too broad and there is insufficient use of investigative and practical activities to reinforce pupils' learning. As a result, teaching is not sufficiently well focused to ensure the better than satisfactory learning seen in other lessons. Resources are not always used effectively to help develop pupils' understanding, for example, in mathematics. Teachers make insufficient use of pupils' numeracy and ICT skills to support learning in other subjects. They are beginning to use the newly acquired interactive whiteboards, but the positive impact of their use on pupils' learning, while seen in some lessons, is not yet fully developed. The frequent use of worksheets provides too few opportunities for pupils to write at

length and does not always help them to develop and use their basic skills in literacy in supporting their learning in other subjects.

14. Teachers gather a good range of assessment information, but do not always make effective use of it in planning activities and setting individual targets. The quality of marking is variable, ranging from good to unsatisfactory. Some good examples of helpful comments that encourage pupils and help them understand what they can now do and what they need to learn next were seen. However, in other books, marking gave insufficient guidance to the pupils on how to improve the content and presentation of their work.
15. Teachers throughout the school provide regular opportunities for pupils to work collaboratively, and this has a positive impact on learning and the development of good relationships. Teachers ensure that the pupils' personal needs are well met, and they successfully promote inclusion and equality of opportunity. Teachers value the contributions made by pupils, who feel that the staff listen to their ideas and give them help when they are stuck. The insistence on high standards of behaviour by all staff has a positive impact on pupils' attitudes. Teachers make good use of teaching assistants to help pupils with special educational needs and in the teaching of ICT. Teaching assistants have a positive impact on learning, particularly when they play a full part in activities throughout the lesson.

The curriculum

The quality and range of learning opportunities are **satisfactory** overall. Opportunities for curriculum enrichment are **good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum provided for children in the Foundation Stage is good.
- The provision for pupils with special educational needs is good.
- Provision for personal, social and health education is good.
- Opportunities are not consistently planned for pupils to develop and use their literacy, numeracy and ICT skills in other subjects.
- Accommodation and resources have improved, and are good overall.
- The curriculum is enriched well in a number of ways.
- Pupils are well prepared for transfer to later stages of education.

Commentary

16. The curriculum provided for children in the Foundation Stage is planned well to cover all six areas of learning. From the time they enter school, a good range of interesting activities is provided, which stimulates children's enthusiasm for learning. It prepares them well for transfer to Year 1. The curriculum provided for pupils in Years 1 to 6 is satisfactory and meets statutory requirements. Since the last inspection, the school has improved long-term planning and developed a curriculum overview, which is helping to ensure greater continuity in provision for pupils' learning across the school. There are now appropriate schemes of work in all of the foundation subjects, which take account of national guidance. The

inclusion of the teaching of a modern foreign language, French, extends the curriculum further. Although it sometimes happens, the development of literacy and numeracy skills through other subjects is not sufficiently planned for. The provision for ICT and religious education has improved since the last inspection, and now meets statutory requirements. However, whilst pupils are developing their skills satisfactorily through the school, in some classes there is insufficient use made of ICT to support learning in other subjects.

17. There is a caring ethos in the school and staff make sure that pupils, regardless of their differences or difficulties, are involved in a full range of activities. Carefully written individual education plans for pupils with special educational needs identify relevant targets and the small steps required to achieve them. These plans, together with effective extra support provided by teaching assistants, ensure these pupils make good progress towards their individual targets. The school makes good provision for pupils' personal, social and health education, and lessons give pupils throughout the school regular opportunities to discuss a wide range of issues in a sensitive way. Aspects of sex and drugs awareness education are being appropriately covered. All staff deal with other aspects of pupils' personal development, such as worries and concerns they may have, in a caring and sympathetic way.
18. The school provides pupils with good opportunities to widen their experience through enriching the curriculum. A wide range of sporting activities enhances the curriculum. Extracurricular activities, including, for example, science, music and art, support pupils' learning. The school makes good use of specialist teachers to provide pupils with the opportunity to learn to play the flute or the guitar.
19. There are good links with the local secondary school, and pupils are well prepared for their transfer there. Pupils in both Years 5 and 6 have a day's experience there in the summer term and Year 7 teachers in the secondary school visit the school. As well as this, pupils in Year 6 undertake 'transition units' in English, mathematics and science after they have completed the end of key stage national tests.
20. The accommodation has been much improved since the last inspection, and is now good overall. The new extension has brought the school together as a unit and had a positive impact on the ethos of the school. The accommodation for children in the reception class is satisfactory but has been improved by the provision of a secure outside play area. Resources are good overall, in particular in English, mathematics and ICT. The development of an ICT suite has much improved the accommodation and resources in this area since the last inspection, and has had a positive impact on standards.

Care, guidance and support

The procedures for pupils' care, welfare, health and safety are **very good** throughout the school. The provision of support, advice and guidance is **good**. The school seeks and acts on pupils' views **well**.

Main strengths and weaknesses

- Procedures to ensure pupils work in a healthy and safe environment are a strength of the school.
- Induction arrangements for pupils are very good and much appreciated by parents.

Commentary

21. Procedures for child protection and health and safety have improved since the last inspection, and are very good. The headteacher, who is the named child protection person, and a second member of staff are well trained in appropriate procedures, and all staff are regularly briefed on relevant responsibilities. The school has a clear, written policy for this area and good liaison with social services. The school's named health and safety person and specified governor ensure that there are very good procedures for risk assessments for all eventualities. There are caring and effective accident and medicine procedures and several trained first-aid individuals. Good use is made of outside professional help, such as the police, school nurse and educational psychologist. The school has a computer safety policy approved by the parents.
22. The school has maintained its good procedures for provision of support, advice and guidance. All staff know the pupils well and the extent to which each pupil has a good and trusting relationship with one or more adults in the school is good. Pupils know that they can turn to an adult for information or comfort. This was clear from those children confiding in the headteacher during the inspection. The school maintains good records of the personal, social and health development of each child, and this is reported to parents annually. In addition, each child has a clear and informative personal record of achievement. Newly introduced procedures ensure good quality information on pupils' academic progress is now collected, though the school does not yet make full use of this data.
23. Through the school council, circle time and the headteacher and governors talking to Year 6 pupils, the school obtains a clear idea of the pupils' ideas, and this is a good aspect of consultation. Recently, pupils have suggested happiness surveys, the use of water bottles and a trim trail, and all have now been introduced.
24. Induction procedures for children entering reception are very caring and efficient. Reception staff visit nurseries and family homes beforehand, and parents are invited in with their children for familiarisation. This has a very positive impact on children's early social development. Subsequent to children joining the school and attending for half-days to start with, parents can use 'keep in touch workshops' for the first few weeks.

Partnership with parents, other schools and the community

The school has **good** links with parents and with other schools and colleges. There are **satisfactory** links with the community.

Main strengths and weaknesses

- The school provides parents with very good information about the school and about pupils' standards and progress.
- Parents feel welcome and make a positive contribution to pupils' learning.
- Useful links with other schools support curriculum development and the smooth transfer of pupils to the next stage of their education.

Commentary

25. From information gathered during the inspection, it is clear that good links with parents have been maintained and that they contribute effectively to the pupils' learning. Information provided by the school has improved and is very good. The prospectus and governors' annual report now comply with all statutory requirements. Annual pupil reports now cover all subjects, including personal development, are clear to understand, say what a child can do and show realistic, individual targets. In addition, parents receive regular and informative newsletters, and attend curriculum evenings, open days and a 'meet the teacher evening' each term. There is easy access to staff.
26. The school's good links with parents make a positive contribution to pupils' learning. There is a very good response from parents to help in school with reading, mathematics, cooking, sewing, visits out and cycling proficiency. At home, most are keen to help with topics and projects. The school is indebted to its energetic Friends' Association, which has raised considerable funding towards computers, library books and the trim trail. The school has adequate procedures to ensure satisfaction and to deal with any concerns and complaints. Although a high percentage of parents expressed concerns over how well their views are sought, from inspection evidence their views seem to be taken seriously by the school, and this appears to be a good aspect. Most concerns are dealt with successfully either by the staff or headteacher. However, a significant minority of parents expressed concerns over the amalgamation of Years 3 and 4 from October 2004.
27. There are good links with other primary and secondary schools. The shared training programmes, links between co-ordinators and also specific links with a local secondary school regarding the teaching of French have a positive impact on the development of the school's curriculum. The school has useful links with a nearby university, and work experience students attend from local colleges. The mechanism for transfer of pupils to secondary education is caring and efficient.

LEADERSHIP AND MANAGEMENT

The school is **satisfactorily** led and managed overall. Governance of the school and the leadership of the headteacher and key members of staff are **satisfactory**. The school is managed **satisfactorily**.

Main strengths and weaknesses

- The headteacher motivates and influences staff and pupils effectively.
- There is not a sufficiently sharp focus on improving teaching and learning, particularly in Years 3 to 6.
- The school development plan does not give a clear enough focus on whole-school priorities.
- Management of the Foundation Stage and special educational needs are good.

Commentary

28. Leadership within the school is satisfactory overall. The headteacher is respected and liked by all those who work and learn in the school. He has a clear vision for the school based on raising pupils' self-esteem. Through his committed leadership, a positive caring ethos permeates all aspects of school life and successfully supports equal opportunities for all. He sets a good example to staff and pupils, ensuring that good behaviour and positive attitudes pervade the working life of the school. As a result, pupils' behaviour has improved since the last inspection and the strengths in pupils' personal development have been consolidated.
29. The headteacher's and senior management team's impact on raising standards by the end of Year 6 is satisfactory overall. Responsibilities are clearly shared between the senior management team and the subject co-ordinators. Between them, they have satisfactorily addressed most of the issues raised at the last inspection. Standards of achievement for the younger pupils have improved as a focus on the way young pupils learn has positively impacted on teaching and learning in reception and Years 1 and 2. Standards in ICT and religious education across the school have improved following improvements to planning and resources. Leadership, however, lacks a sufficiently sharp focus on monitoring learning and raising the proportion of good teaching. Consequently, overall standards by the end of Year 6 have been variable. The school recognises that the use of assessment and the monitoring of data is not rigorous enough in targeting areas for improvement.
30. Management structures within the school are satisfactory. The day-to-day running of the school is efficient and a positive ethos is well established. Staff are committed to ongoing training with targets linked to their performance management. They are developing useful strategies for analysing standards, progress, teaching and learning, but these are not effective enough to ensure improvements throughout the school, particularly in Years 3 to 6. Priorities identified in their subject audits are used as focus areas for training as well as more general priorities identified in the school development plan. However, this plan does not satisfactorily prioritise the most important developments for the school or those linked to improvements in standards. Rather, it is a collection of priorities from different sources with a general overview of philosophies and strategies identified. There are no criteria set down for evaluating the success of initiatives in relation to the standards achieved by pupils in each year group.

31. Many new governors have been appointed recently, but all know the school well, especially the longer serving members, and they have a satisfactory and growing understanding of its strengths and weaknesses. Governors willingly bring their own knowledge and expertise to benefit the school. They ensure that policies reflect the individual character of the school and that they meet government requirements effectively, which is an improvement on the last inspection. Governors have successfully overseen the improvements to the school's accommodation. The lack of a clear overview to the school's development plan does not enable governors to have an effective input or provide a focus to their monitoring of progress.
32. Teaching and non-teaching staff ensure that all pupils, whatever their needs, are included in all the activities that the school offers, irrespective of race, gender or disability. The Foundation Stage curriculum for children in the reception class is managed effectively, ensuring a good start is made to their education. The management of special educational needs is good and ensures that pupils' needs are identified early and supported well by teaching and non-teaching staff.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	433 040
Total expenditure	437 661
Expenditure per pupil	3 171

Balances (£)	
Balance brought forward	8 762
Balance carried forward	4 141

33. Day-to-day management of the budget, including the use of best value principles, is good, but it is not sufficiently linked to the school development plan, for example, the long-term financial implications of merging two year groups. The school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

34. Most children enter school with average attainment. Teaching is consistently good, which enables children to learn and achieve well. The Foundation Stage is well led and managed by the co-ordinator. She has a very good understanding of the needs of young children and of how best they learn, and acts as a good role model for others. The provision is well organised, and staff work well together as a team. There are good procedures in place to assess what children can do and how well they are learning. Staff regularly collect and record information on children's experiences and achievements, and this is used effectively in planning activities in the six areas of learning. The school has maintained the strengths in this area noted at the last inspection. The well-equipped outside play area now provides children with more opportunity to develop their physical skills.

Personal, social and emotional development

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

Main strengths and weaknesses

- Staff have very high expectations of how children should behave and they respond accordingly and achieve very well.
- The interesting activities provided ensure that children quickly develop very good attitudes to learning.

Commentary

35. By the end of reception, standards are above the expectations of the early learning goals for this area of learning. Teaching and learning are very good, and children are already making very good progress towards reaching the expected goals in this area of learning, and achievement is very good even at this early age. Children are encouraged to take responsibility for themselves and their learning. There are effective daily 'planning sessions'. During these, children plan what they are going to do from a range of activities. Not only does this encourage independence but it is also helping them to understand that there needs to be an agreed code of behaviour for groups of people to work together harmoniously. At the end of the activities, they have the opportunity to share what they have been doing with the rest of the class, which supports the development of their language and communication skills. Equipment is well organised and labelled, which enables children to find the things they need and return them after use. Activities stimulate children's interest and curiosity, and as a result, most children show very good attitudes to learning. They maintain attention, sit quietly when required and are confident to try new things.

Communication, language and literacy

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

Main strengths and weaknesses

- The teacher's good subject knowledge ensures that children are provided with many opportunities to develop their literacy skills.
- Staff take every opportunity, both formal and informal, to develop children's language and communication skills, resulting in good progress.

Commentary

36. Teaching and learning are good, and children are achieving well. Most children are likely to attain the expected goals by the end of the reception year, and a significant number will go beyond this. Children are given good opportunities to develop their speaking and listening skills through a variety of activities and role-play. Children are quickly developing the confidence to speak aloud in front of an audience. Small adult-led group sessions give children the chance to share their ideas and to extend their vocabulary. In this situation, they start to sustain attentive listening and to respond with relevant comments. Staff plan well to cover all aspects of literacy. They have a clear understanding of how best young children learn, and plan interesting activities that motivate them and help to develop their skills. From early on, children are encouraged to take books home to share with their family. They learn to enjoy stories and know that words and pictures carry meaning.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff provide a wide range of interesting and practical activities to develop children's understanding.
- Teaching is sensitive to the needs of children of varying abilities, which ensures all are fully included and learn at an appropriate level.

Commentary

37. By the start of Year 1, standards are above the expectations of the early learning goals for this area of learning. Teaching and learning are good, and children of all abilities achieve well. They make good progress because suitable emphasis is placed on teaching mathematical skills through a wide range of practical activities, songs and games which are relevant to children's needs. Staff are skilled at questioning children whilst they are engaged in games and activities in order to develop their mathematical understanding and to develop mathematical language. Staff are sensitive to the needs of less able children and questions are suitably adapted to their needs, which not only ensures they are fully included and make

good progress, but also develops their confidence when participating in whole-class sessions.

Knowledge and understanding of the world

38. As children were only attending part-time during the inspection, no activities were seen in this area of learning and it was not possible to make an overall judgement of provision or standards. However, an analysis of teacher's planning shows that all aspects of this wide area of learning are well thought out. Children are provided with suitable opportunities to develop their learning in order to achieve the expected goals by the time they enter Year 1. Work in this area is sometimes well linked to other areas of learning. Children are making good progress in developing their ICT skills. They are confident at using a computer program to create colourful pictures and patterns, and are given the opportunity to discuss their pictures at the end of the session, which further supports their communication and language skills. Visitors into school and visits out of school provide effective support, and extend children's learning in this area. The school meets statutory requirements in ensuring that religious education is taught to pupils who are five.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children make good progress because of the many activities that are provided for them to develop their skills.
- The outside play area is well equipped and provides children with regular opportunities for developing their physical skills through play.

Commentary

39. Teaching and learning are good, and most children are likely to attain the expected goals by the time that they enter Year 1, and some will go further. Children achieve well in this area of learning. Staff make good use of the outside play area, which enables children to develop their co-ordination. There is a good range of outdoor equipment, which is used effectively to develop children's physical skills. During the inspection, children moved confidently and manoeuvred a variety of wheeled toys with good control and without bumping into each other. They handle large building blocks carefully to successfully create structures of their choosing. More formal physical education sessions in the school hall are planned for on a regular basis. Children are making good progress with developing their fine motor skills by handling small toys, a variety of tools and a range of construction materials. Many pupils are already using pencils and paintbrushes with good control for their age.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- Staff provide a good range of creative activities which children enjoy.
- Creative activities, including role-play, are used well to support learning in other areas.

Commentary

40. Children achieve well and most are likely to attain the expected goals by Year 1, and some will go beyond this. Teaching and learning are good, and already children have had the opportunity to explore a range of techniques to develop their creativity, such as painting, printing, drawing and modelling with clay. Children enjoy these activities and are enthusiastic learners. Children have good opportunities to develop their imagination through participating in role-play. Staff set up appropriate role-play areas related to the themes or topics they are studying. During the inspection, children busily prepared a 'meal' for the learning support assistant, who helped to extend their play and social skills further.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

41. French is taught to all pupils from Years 1 to 6. Only one lesson was observed during the inspection, and it is not possible to make an overall judgement on this provision. In the lesson seen, pupils in Year 1 satisfactorily developed their knowledge of the names for parts of the body. The teacher provided a satisfactory model of the language for pupils. Other class teachers and pupils were observed using French greetings during registration. Older pupils spoke with enthusiasm about learning to count to 100 in French.

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 do well in reading and writing.
- Pupils with special educational needs are supported well in all year groups.
- Pupils' use of writing across the curriculum is not as well developed as it could be.
- The quality of marking often does not help pupils to improve.
- The library and reading book resources have improved since the previous inspection.

Commentary

42. Standards attained in National Curriculum tests at the end of Year 2 in 2003 in reading and writing were above average. Writing skills are developed well in Years 1 and 2. In the 2004 national tests, all pupils achieved the average Level 2. In reading, the proportion of pupils achieving the higher Level 3 was above average, but too few reached the higher level in writing. The school has addressed this weakness, and higher-attaining pupils in the current Year 2 do well and show a good awareness of full stops, use interesting vocabulary and their handwriting is a consistent size and shape. Inspection evidence shows that standards in reading and writing in the current Year 2 are above average, and pupils achieve well. This is an improvement on the standards seen at the last inspection.
43. Although currently average overall, standards by the end of Year 6 have varied greatly from year to year. In the 2003 National Curriculum tests, pupils gained above average standards, but in 2004, results were not as high. Inspection evidence shows that standards in the current Year 6 are better and pupils are on target to achieve average results by the end of the year. Pupils are currently making satisfactory progress in Years 3 to 6, and achievement is satisfactory. Standards are improving and are better in Years 3 and 4, where pupils have maintained the above average standards gained at Year 2. In Years 5 and 6, standards are average and these pupils have made steady progress through the school.
44. Teaching and learning in Years 1 and 2 are good because teachers have secure subject knowledge. They provide good levels of encouragement and a recent focus on writing has raised pupils' standards by providing interesting and challenging activities. In Years 3 to 6, teaching and learning are satisfactory overall. In a good lesson seen, clear explanations, lively questioning and the effective use of an interactive whiteboard ensured pupils were fully involved and that progress was brisk. Pupils are not given sufficient opportunities to develop what they have learnt in literacy in longer piece writing both in English and in other subjects. While some good examples were seen, the quality and effectiveness of marking is variable and does not always provide pupils with sufficient help in knowing what to improve.
45. Pupils with special educational needs are supported well in school. Their needs are identified early and they have clear individual education plans drawn up by their class teachers in consultation with the special needs co-ordinator. Parents are involved and understand what their children need to achieve next. Good quality extra support is provided to individual pupils and to specific groups to target literacy skills. Teaching assistants work hard to teach pupils strategies that will help them to become independent learners. Teachers provide higher-attaining pupils with adequate challenge.
46. The subject is satisfactorily led and managed by an enthusiastic co-ordinator who works hard to enable pupils to achieve their best. She has done a good job in improving teaching in Years 1 and 2, but the monitoring of teaching and learning and the sharing of effective methods seen in some lessons have not been sufficiently well developed in Years 3 to 6. The impact of the co-ordinator's work has improved the standards of younger pupils, but has yet to ensure that standards and achievement by the end of Year 6 are consistently high. Improvement since the

last inspection is satisfactory overall. A key issue at the previous inspection was to improve the library and book resources. This has been addressed. With financial support from the parents and in conjunction with the developed building, a new attractive library is now available to pupils. It is well stocked with up-to-date fiction and non-fiction. Pupils in Year 5 act as library monitors, using ICT effectively to scan books borrowed from the library.

Language and literacy across the curriculum

47. In other subjects, pupils do not develop or make sufficient use of their literacy skills, particularly their writing skills. Pupils are often given useful opportunities to discuss their work in pairs, small groups and as a whole class. Writing skills are developed satisfactorily across the school in English lessons, but in other lessons such as religious education, history and geography, too much time is devoted to work in worksheets. This often limits the variety and length of pupils' responses.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2, standards are above average and achievement is good.
- Pupils with special educational needs make good progress.
- In lessons, teaching methods and the use of ICT and mathematical resources are not always effective enough to ensure better than satisfactory progress.
- The quality of marking is variable and often does not help pupils to improve.
- Targets for improvement are not always rigorous enough.

Commentary

48. Pupils in Years 1 and 2 do well in mathematics, and standards are above average. Standards by the end of Year 2 have improved since the last inspection, when they were in line with those expected for this age. Overall results in national tests over the period 2001 to 2003 have been above average. The results for 2004, for which there are currently no national comparisons available, indicate that standards have continued to rise. Evidence from the inspection shows that the current pupils in Year 2 are on target to attain above average standards by the end of the year. This represents good achievement and is the result of good teaching in the basic skills. In particular, pupils make good progress in their understanding of addition and subtraction of small numbers.
49. At the time of the last inspection, standards at the end of Year 6 were average. Since then, results in national tests have been variable. Taking the three years 2001 to 2003 together, results show the pupils' performance has been average overall and the results from 2004 show a broadly similar picture. Evidence from the inspection indicates that standards at the start of the current Year 6 are similar to those expected for this age. Given these pupils' average results at the end of Year

2, their achievement is satisfactory. The improving results at Year 2 over recent years have been maintained and standards in Years 3 to 5 are above average. These classes have made satisfactory progress from their above average performance at the end of Year 2. Achievement in Years 3 to 6 is satisfactory.

50. Overall, teaching is satisfactory – over time it is good in Years 1 and 2 and satisfactory in Years 3 to 6. In the lessons seen in both key stages, teaching and learning ranged from satisfactory to good, and were satisfactory overall. Teachers provide a suitable balance between teaching and individual practice. Teachers provide pupils with good levels of encouragement. Consequently, pupils have positive attitudes towards their work, and behaviour in lessons is good. The subject makes a good contribution to pupils' social development because they often work in pairs or in small groups. Where pupils with special educational needs are given additional support in lessons and in small groups, they make good progress towards their individual targets.
51. When teaching is good, the pace is brisk, teachers provide clear explanations, and their subject knowledge is secure. In lessons that are satisfactory, teachers do not make sufficient use of the good range of practical resources available, including ICT, to help pupils develop their understanding and the methods chosen do not always challenge pupils sufficiently or allow them to use and apply their knowledge in suitable mathematical investigations. The quality and effectiveness of day-to-day marking, which is variable, and individual target-setting do not provide pupils with sufficient understanding of what they do well and what they need to practise.
52. The subject is satisfactorily led and managed, and this has led to improvements in provision for younger pupils. Overall improvement since the last inspection is satisfactory. Detailed assessment data is collected and is used satisfactorily to identify pupils for additional support and areas within the subject to develop. Satisfactory monitoring of the subject identifies in broad terms what needs to be done, but has not yet been rigorous enough in improving the overall quality of teaching.

Mathematics across the curriculum

53. Pupils make insufficient use of their mathematical skills in other subjects. While some measurements are made in science, opportunities to use and develop skills such as data-handling in subjects such as geography and design and technology are not planned for, and are often missed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning in Years 1 and 2 are good, and most pupils achieve well.
- Pupils' attitudes to the subject are good.

- The monitoring of teaching and learning is not rigorous enough, which results in pupils' progress not being consistent across the school.
- The teaching of practical and experimental skills is not always good enough.

Commentary

54. Standards in science are above average at the end of Year 2. Recent improvements in the planning and teaching have had a positive impact on the attainment of the youngest pupils. This is shown in pupils' current work and the improved results in 2004 teacher assessments. The failure of pupils to reach the higher standard, Level 3, which was seen in 2003, has been successfully addressed, and in 2004 over a third reached this level. Pupils in the current Year 2 class have an above average knowledge and understanding of life processes and living things, materials and their properties and physical processes. Most pupils make consistently good progress across Years 1 and 2, and achieve well. This is a very good improvement on the last inspection when standards by Year 2 were below average.
55. The well above average performance seen in end of Year 6 tests in 2003 has not been maintained. Currently, standards by the end of Year 6 are similar to those seen at the last inspection and are average. This is reflected in the test results in 2004 and the work of the current Year 6 pupils. Most pupils in Year 6 have a satisfactory knowledge and understanding of all aspects of science, including experimental activities. Given the pupils' average standards when in Year 2, this represents satisfactory achievement. Pupils with special educational needs make progress in line with their classmates.
56. Teaching and learning are good in Years 1 and 2 and satisfactory overall in Years 3 to 6. Most teachers' knowledge and understanding of the subject are secure, and they provide pupils with a good range of activities across all aspects of science. This results in many pupils making good progress and learning well. However, progress across Years 3 to 6 is inconsistent, and teaching is not always as good as it could be in some aspects of science. As a result, the pace of learning slows as pupils do not sufficiently develop their experimental and investigative skills. In some classes, the presentation of pupils' recorded work is not as good as it could be because teachers do not have sufficiently high expectations, and there is little evidence of teachers' marking showing ways in which work could be improved. Overall, classes are well managed and organised and teachers and pupils have good relationships with each other. When teaching is good and pupils are well motivated, they show interest and concentrate well in lessons. However, when teaching is less effective, some pupils quickly lose concentration and go off task. Pupils particularly enjoy the practical aspects of the subject. They co-operate well when working together in pairs or in small groups. Work in science is used satisfactorily to support work in mathematics and literacy. In some classes, teachers use ICT effectively to support and develop learning in science, but this is inconsistent across the school.
57. Management of the subject is satisfactory. Good leadership has had a very positive impact on raising standards by Year 2. The subject leader has very good

knowledge and understanding and is a good role model for others. She has a clear sense of direction and is enthusiastic to develop the subject further. She has reviewed and updated the scheme of work and school policy in line with national guidance. Visitors to school and visits out of school enhance learning in science. The recent improvements have not yet been in place long enough to impact on standards at the end of Year 6, and the monitoring of teaching and learning is not yet rigorous enough. Procedures for assessing pupils' learning are good. However, assessments are not yet being fully utilised to ensure all pupils are consistently challenged. Overall, improvement since the previous inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is well led and so the provision for ICT is much improved since the last inspection.
- Insufficient use is made of ICT to support pupils' learning in other subjects.

Commentary

58. At the time of the last inspection, standards were below average. Standards have improved throughout the school and are in line with national expectations at the end of Years 2 and 6. These average standards represent satisfactory achievement. Pupils make sound progress through their weekly visits to the ICT suite where they develop their computer skills. They use word-processing programs with growing confidence as they move through the school, and satisfactorily edit and present their work. By Year 6, pupils have developed their skills sufficiently to produce multimedia presentations and use suitable spreadsheets.
59. Teaching and learning over time are satisfactory, and this was confirmed during the inspection. In lessons in the ICT suite, teachers make good use of the resources available, including the support of an experienced teaching assistant. They provide clear explanations by using the digital projector to demonstrate programs and sound individual support as they circulate around the class. A newly introduced whole-school system for recording what pupils can do satisfactorily helps teachers with their planning. However, pupils' understanding of what they have done and what they can do to improve has yet to be developed.
60. The school has successfully improved the provision for the subject since the last inspection when teaching and learning were unsatisfactory. Good leadership and satisfactory management of the subject has resulted in resources and pupils' access to computers now being good following the development of an ICT suite. The opening of the ICT suite has supported teaching and enhanced pupils' learning well. Teachers' expectations have improved as a result of the introduction

of a satisfactory curriculum based on national guidelines. Consequently, standards have improved and are no longer below expectations. There are clear targets for future development of the subject and its use in supporting learning is outlined in the school's development plan.

Information and communication technology across the curriculum

61. Overall, teachers do not make sufficient use of pupils' improving computer skills to support learning in other subjects, and opportunities to use ICT are not clearly identified in their planning. Teachers provide links with other subjects when planning their ICT lessons. However, insufficient use is made of the new resources, both in the ICT suite and in the classrooms, to support learning across the curriculum. A small number of effective links between ICT and other subjects were noted during the inspection, for example, in using the Internet to research history topics. Teachers are beginning to use the newly introduced interactive whiteboards to support their teaching, but this is at an early stage of development. There is scope to improve pupils' communication, data-handling and monitoring skills through consolidating and developing their use in other subjects, such as science and design and technology.

HUMANITIES

Geography and History

In humanities, work was sampled in history and geography. No lessons were observed in either subject. It is not, therefore, possible to make a firm judgement about provision in these subjects. Evidence from displays, scrutiny of pupils' books, teachers' planning, speaking with pupils about their work and discussion with subject co-ordinators provided the evidence in both subjects.

62. In **geography**, younger pupils have a satisfactory awareness of the local area and recognise places beyond Bath and Bristol. They are beginning to use appropriate geographical language for their age. Older pupils have a satisfactory understanding of how people can both improve and damage the environment. Pupils thoughtfully explained their work to improve and sustain the environment by collecting used paper for recycling. Pupils in Year 6 have a satisfactory understanding of physical processes and the importance of water to different civilisations through their work on rivers, such as the Severn and the Nile. In the sample of work seen, standards were in line with those expected for the age of the pupils.
63. In **history**, the sample of work seen during the inspection indicated standards are in line with those expected for the age of the pupils. Pupils' skills of historic enquiry and interpretation of historic facts are adequately developed. Older pupils satisfactorily learn about the Victorians, life in Ancient Greece and how life in Britain has changed since 1948. Those spoken to show a satisfactory chronological understanding and knowledge of events, people and changes in the past. In Years 1 and 2, pupils study the lives of significant people, for example,

Florence Nightingale or Mary Seole, and so begin to recognise that there are reasons why people in the past acted as they did.

64. In history and geography, teachers' planning satisfactorily follows national guidelines. Visits to places of interest, such as local castles, a water treatment centre, a railway museum and Bristol Docks enhance pupils' understanding and enjoyment of learning. Both subjects are satisfactorily led and managed. Recently introduced assessment procedures satisfactorily record what pupils know and can do in both subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Provision for the subject has improved since the last inspection and standards have risen.
- Interesting visits out of school and visitors to school enrich pupils' understanding.

Commentary

65. Standards by Year 2 and Year 6 are in line with those expected in the locally agreed syllabus. Pupils' achievement is satisfactory throughout the school. Pupils develop a satisfactory understanding of Christianity and other world religions, including knowing about the Torah and its relevance to the Jewish faith by Year 2, and understanding about Islam by Year 5. Through suitable discussions, pupils develop a satisfactory understanding of their own outer and inner feelings and why, for example, some places are special to them.
66. Teaching and learning are satisfactory. Teachers provide clear explanations and provide pupils with opportunities to explore their own feelings and emotions and to learn about and respect the differences between people and religions. Pupils show positive attitudes towards the subject because lessons are managed well. Teachers' planning has improved, and now ensures that sufficient time is given to each topic, and this enables pupils to develop a satisfactory knowledge of events and stories in the Christian faith and, as they get older, different world religions. Teachers provide pupils with interesting resources so that they learn about the artefacts involved in different religious celebrations and festivals. This is an improvement since the previous inspection when resources were unsatisfactory.
67. A well planned programme of visits and visitors makes a positive contribution to pupils' learning. Pupils' visits to local churches successfully develops their understanding of the significance of different parts of the buildings and the importance of symbols. The local clergy visit on a regular basis, reinforcing and extending pupils' knowledge of Christianity. Pupils celebrate festivals such as Christmas and Easter with the local community. Acts of collective worship make a good contribution to pupils' understanding of different faiths.

68. Good leadership and satisfactory management of the subject have resulted in the weaknesses identified at the last inspection being successfully addressed. Sufficient time is now given to the subject, and teaching, planning and resources have improved and are now satisfactory. Consequently, standards have improved since the last inspection when they were below the expectations of the locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were not a focus for the inspection, and so it is not possible to make overall judgements on provision. Two lessons, one in music and one in physical education, were observed. Teachers' planning and samples of pupils' work were seen. Discussions with staff and pupils provided additional evidence.

Art and design

69. The standard of work on display in classrooms and around the school was in line with that expected for the pupils' ages. Teachers' planning shows that pupils have opportunities to use a satisfactory range of media and techniques. There has been satisfactory progress since the last inspection in addressing weaknesses in resources and planning. The policy and scheme of work have been updated to take account of national guidance, and support has been given to individual teachers to develop their subject knowledge. Additional resources have also been purchased. A new art assessment document has been completed, although this has not yet been fully implemented. ICT is used appropriately to support work in art. Good links are sometimes made with other subjects. For example, linking the use of textiles to work in science on materials and designing and making pots in the style of the Greeks as part of a history project.

Design and technology

70. Very little work was available to show pupils' practical making skills, and so no overall judgement on provision can be made. Pupils' planning sheets show they are taught to make a suitable range of artefacts based on national guidelines for the subject. Their simple sketches are labelled to identify parts and materials. For some activities, pupils use printed worksheets to show what they did and to evaluate their work. Younger pupils satisfactorily write about their models, saying what they like and dislike. Older pupils identify suitable ways they could improve their models. The quality of pupils' written work on these sheets and in their planning books is variable across the school and does not always reflect the standards achieved in literacy. Pupils' mathematical and ICT skills, including measurements, scale and tally charts and graphs to show the results of simple surveys, are not sufficiently well used in planning and evaluating work.

Music

71. There is insufficient evidence to make an overall judgement on provision in music. Only one lesson was observed in Years 3 to 6 and none in Years 1 and 2. In the lesson observed teaching, learning and achievement were satisfactory, and pupils attained standards in line with national expectations for pupils of their age. Pupils listen attentively to music playing at the beginning and end of assemblies. During the inspection, pupils in Years 1 and 2 were practising songs for the forthcoming Harvest Assembly. They sang with enthusiasm and well in tune for pupils of their age, and with appropriate encouragement from their teacher, they were beginning to put expression into their singing. Older pupils are developing increasing control over their voices, and can maintain their own part when singing songs in two parts.
72. All pupils get suitable opportunities to use a range of tuned and untuned percussion instruments. Older pupils have the opportunity to enhance their learning through playing the guitar or flute as an additional activity with a specialist teacher. An analysis of pupils' work shows they have appropriate opportunities to create and develop their musical ideas and composing skills. The policy and scheme of work have been updated since the last inspection in line with national guidance. Procedures to assess pupils' progress have been drawn up, but have not yet been fully implemented. Resources have been improved.

Physical education

73. In the one lesson seen, pupils in Year 4 made satisfactory progress in developing their understanding of using tactics in a small-sided game that involved attacking and defending. Pupils showed appropriate awareness of the space around them and satisfactory games skills for their age. The school has a satisfactory curriculum that ensures that pupils are taught the full range of activities, including gymnastics, dance and games. The school has a good programme for swimming that involves pupils in Years 3 to 6 in weekly lessons. Most pupils swim to the expected standard by the time they reach Year 6, and many exceed it. There are good opportunities for older pupils to take part in competitive sports and a range of after-school sporting activities over the year. These activities are enjoyed by pupils and make a positive contribution to their social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. This subject was sampled and two lessons were observed – one was good and the other satisfactory. The caring school ethos supports pupils' personal development well. The lessons observed provided suitable opportunities for pupils to share feelings and to discuss different topics, which helps to build their confidence and for them to have respect for themselves and for each other. For example, in the good lesson observed, pupils began to understand the need for rules and laws and why different rules are needed in different situations. Related to the school's 'Golden Rules', they discussed sensibly how their behaviour affects others and began to appreciate the benefits of living in a harmonious community. They were able to express their views confidently to others. There is an active school council, which investigates and debates issues of concern and takes responsibility for feeding back to staff and governors. Opportunities are provided

for pupils to consider their wider social responsibilities, such as helping to preserve the environment, and pupils are actively involved in a recycling project.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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