

INSPECTION REPORT

FILTON HILL PRIMARY SCHOOL

Filton, Bristol

LEA area: South Gloucestershire

Unique reference number: 109013

Headteacher: Mrs A. Caish

Reporting inspector: Mrs K. Reed
017188

Dates of inspection: 07/02/00 – 09/02/00

Inspection number: 191796

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Blenheim Drive
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Appropriate authority: LEA

Name of chair of governors: Mrs T. Satherley

Date of previous inspection: 20/01/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
K. Reed	Registered inspector	Science	What sort of school is it? What should the school do to improve?
			How high are standards? The school's results and pupils' achievements.
			How well are pupils taught?
			How well does the school care for its pupils?
C. Hinds	Lay inspector		How high are standards? Pupils' attitudes, values and personal development.
			How well does the school work in partnership with parents?
B. Iles	Team inspector	Special Educational Needs	How well is the school led and managed?
		English	Equal opportunities
		Music	
		Physical Education	
P. Hemingway	Team inspector	EAL	How good are the curricular and other opportunities offered to the pupils
		Information Technology	
		Art	
		Design Technology	
D. Bonnette	Team inspector	Under Fives	

		Mathematics	
		Geography	
		History	
		Religious Education	

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The Registrar
 Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Filton Hill Primary School is situated on the outskirts of Bristol. Pupils attend, in the main, from the immediate surrounding area. Accommodation is a mixture of owner-occupier and local authority housing. In comparison with most schools, relatively few parents have professional backgrounds. The school currently has 225 pupils on roll, 122 boys and 103 girls, and is about the same size as most primary schools. Numbers have been more or less constant over the last five years. The proportion of pupils eligible for free school meals is broadly in line with the national average as is the number of pupils identified as having special educational needs. However, the percentage of pupils having statements of special educational need is above the national average. The proportion of pupils having English as an additional language is slightly higher than in most schools; however, these pupils are fluent speakers of English. Baseline assessment results show that pupils now enter the school with below average attainment. This is a change since the last inspection when pupils entered the school with average levels of attainment. At the time of the inspection, 20 children were under the age of five. Children begin school in the year in which they are five on a part time basis for the first six weeks in the Autumn Term and full time after that. The majority join a reception class, with a small proportion joining a class of Year one children.

HOW GOOD THE SCHOOL IS

The school is effective because the headteacher and deputy headteacher provide good leadership. All staff work very effectively as a team, having common values and a clear understanding of, and commitment to, the school aims. They are well supported by governors. The school development plan is an effective tool for improvement. By the age of eleven, standards attained in English and science are close to the national average, whilst performance in mathematics is above the national average. The trend in attainment for all the core subjects over the last four years is broadly in line with the national trend. Monitoring and evaluation of the literacy and numeracy strategies has informed teaching. The quality of teaching overall is good. Pupils' attitudes to work are invariably positive and often very good. The school provides sound value for money.

What the school does well

- The school is well led and managed.
- Teaching is good and supports learning effectively.
- Pupils with special educational needs are very well catered for and make good progress.
- Support staff make an invaluable contribution to the school and children's learning.
- Relationships are very good.
- Pupils' behaviour and attitudes towards their work are good.
- The school cares well for its pupils.
- The school tries hard to involve parents in the life of the school.

What could be improved

- Standards in writing are too low.
- The co-ordination and management of Key Stage 1 is not as effective as it should be.
- Provision for children under five does not fully reflect their needs.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in January 1997, it was judged to be a good school in which teaching and non-teaching staff formed an effective team to deliver a balanced and stimulating curriculum. Since that time the school has made good progress in addressing the issues identified in the report. Areas for the school to develop included improving the standards attained by higher attaining pupils in mathematics at Key Stage 1 and ensuring consistent progress in mathematics at both key stages. The numeracy and literacy strategies have been implemented effectively. Pupils are now suitably challenged in mental mathematics, though the extent of challenge for higher attaining pupils at Key Stage 1 remains an issue, because the action the school has taken has not yet fully impacted on standards. National assessments are analysed to identify areas of weakness in children's knowledge and understanding in the core subjects. This informs planning. The school development plan now has an appropriate number of priorities and is used as an effective tool for improvement. Progress has been made in implementing a new scheme of work for music, though because of the literacy and numeracy initiatives, staff have not had accompanying training and so this has yet to fully impact on standards. The only area identified in the last inspection yet to be addressed, is that of developing provision in art; however, a member of staff with appropriate expertise has been appointed and training is planned. Standards in English and mathematics have kept pace with national trends. The school is on course to meet its targets in English and mathematics. The quality of teaching has improved and is now good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	D	D	C	D	well above average A above average B average C below average D well below average E
Mathematics	C	E	B	B	
Science	A	D	C	C	

Baseline assessment shows the attainment of many pupils who enter the school is below average. This is a change since the last inspection when attainment was broadly average. Trends in attainment in English are broadly in line with the national trend. Attainment in speaking and listening, and reading is average by the time pupils reach the age of eleven, but standards in writing are below average. Action the school has taken has been effective in raising standards in reading, though progress in writing is slow. Spelling is a weakness and this adversely affects writing. Many pupils have difficulty extending their ideas to produce descriptive writing. Attainment in mathematics has shown improvement. Oral and mental work is now a strength in mathematics. Knowledge and understanding in the area of shape, space, and measures is not as strong as number. Standards in attainment for other subjects are as would be expected by the age of eleven, except for art where standards are lower. The introduction of target setting for pupils is successfully supporting their learning. The targets the school has set for 2000 are realistic and attainable for this cohort of pupils.

PUPILS ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils thoroughly enjoy coming to school. Their attitudes to work are invariably positive and often very good.
Behaviour, in and out of classrooms	Pupils behave well for most of the time; they understand the school rules. Behaviour in large group setting is particularly good. A very small number of pupils find conforming to the school's high expectations of behaviour difficult. This is well managed and does not adversely affect progress.
Personal development and relationships	Relationships between pupils, and between pupils and adults are very good. Very high levels of mutual respect and understanding are evident. Personal development is good.
Attendance	Attendance is good. Very few pupils are late for school, which ensures a prompt start to the day.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

In 98% of lessons the teaching was satisfactory or better; it was good or better in 60 percent of lessons and very good in 27% of lessons. This represents an improvement since the last report. The relationships which teachers have with pupils are a real strength of the school. Teaching in the majority of English lessons is good and often very good. Teaching in mathematics is good. Both the literacy hour and the dedicated daily mathematics session have been implemented effectively. Pupils enjoy these sessions and are eager to learn. Teachers' knowledge of the needs of pupils is very good which enables tasks to be set which are well matched to pupils' prior attainment, and so pupils achieve appropriately. A particular strength of the mathematics sessions is the challenge during the oral and mental work seen. Teachers manage pupils' behaviour very skilfully, which benefits the learning of all pupils. General assistants are well briefed by teachers and make a valuable contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich and well-balanced curriculum, including a good range of extra-curricular activities. Planning for children under five is insufficiently linked to the desirable learning outcomes.
Provision for pupils with special educational needs	Pupils receive good support which enables them to make good progress
Provision for pupils with English as an additional	Provision for these pupils is appropriate

language	
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Provision for pupils' spiritual development is good and that for cultural development is satisfactory.
How well the school cares for its pupils	Staff have a very good understanding of the needs of each pupils and support both their personal development and their academic development well.

The school works well in partnership with parents. The home school agreement is effective and parents are actively encouraged to take part in school life. The parents who do participate are highly valued and are providing high quality support to the school. The literacy and numeracy lessons are well established and are strong features of pupils' daily work. Provision for pupils with special educational needs is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide leadership of good quality and work closely together. There is a need to strengthen management at Key Stage 1. All staff work effectively as a team committed to the welfare of pupils.
How well the governors fulfil their responsibilities	Governors give good support and are involved in planning for school improvement. They fulfil their statutory duties.
The school's evaluation of its performance	In the main the school's analysis of its performance is good. It identifies strengths and weaknesses and takes action based upon their findings. However in 1999, ongoing assessment in Key Stage 1 was not analysed to identify strengths and weaknesses in the curriculum and teaching at an early enough stage, which led to a significant drop in standards in English and mathematics. These issues have since been addressed.
The strategic use of resources	Finance is appropriately allocated to initiatives linked to school improvement.

The school has adequate staffing to meet the demands of the curriculum. Grants are sought and well used to improve the quality of education. The principles of best value are applied systematically.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Children make good progress • The teaching is good • Problems and queries are dealt with well • The school has high expectations of pupils • The school is well led and managed 	<ul style="list-style-type: none"> • Some parents would like more information about how their child is getting on • Some parents felt their children did not get the right amount of homework

Parents are rightly very satisfied with the school. A range of information is provided by the school, including how parents can help their children at home. Whilst reports for the core

subjects give a clear indication of strengths and weaknesses, reporting on other subjects sometimes fails to give sufficient information. Homework set during the week of the inspection effectively supported pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Baseline assessment shows the attainment of most of the children who enter the school is below average. This is a change since the last inspection when attainment was average. By the age of five, attainment remains below the national average and the majority of children are not in line to achieve the Desirable Learning Outcomes in the linguistic and literary, and mathematical areas. Pupils are in line to achieve the Desirable Learning Outcomes in personal and social development, knowledge and understanding of the world and the physical and creative aspects.

2. In the 1999 end of Key Stage 1 national tests, attainment in writing was below average and in reading was well below average. Compared with similar schools attainment was also well below the national average. While standards are lower than at the time of the last report, the attainment of pupils on entry to the school is lower. However, on-going monitoring of standards at Key Stage 1 during the last year was not sufficiently rigorous to identify strengths and weaknesses in the curriculum and teaching, resulting in this drop in standards. Trends over time show a gradual increase in the school's standards of reading, even though the intake has lower attainment than when the school was previously inspected. However while standards in writing show a gradual improvement, weaknesses in spelling continue to adversely affect levels of attainment.

3. End of Key Stage 2 national tests in English for 1999, showed that pupils achieved average levels, but that these levels were below those of similar schools. The proportion of pupils achieving higher levels was also below average. Trends in results are broadly in line with those found nationally. This represents an improvement in terms of value added from Key Stage 1 to Key Stage 2. The school has placed considerable emphasis on raising standards in reading and has been effective in this, so that by the age of eleven the majority of pupils read unseen text with competence. Progress in writing is slow in both key stages. Whilst pupils take a pride in the presentation of their work, many pupils, particularly boys, prefer certain aspects of writing such as reports and factual description and still need support to develop the full range of writing and to apply their knowledge and skills within the drafting process. While listening skills are average, speaking skills are less well developed and are below average. This is because of the limited range of vocabulary of many pupils and the reliance on words and phrases to communicate ideas, rather than well structured sentences. In addition, spelling inaccuracies reflect the dialect and these features adversely affect the quality of writing.

4. In mathematics, the 1999 end of Key Stage 1 National Curriculum test results indicated that standards were well below average in comparison with most schools and well below average when compared with similar schools. The proportion of pupils who attained the higher level 3 was also well below average. This is a drop in standards since the last report. As in the case of English, monitoring did not identify the weaknesses in curriculum and teaching that needed addressing. Monitoring has increased and teaching arrangements have been changed which has resulted in standards achieved by the current cohort being average. Standards in mathematics at the end of Key Stage 2 were above the national average and above the average for similar schools in the 1999 tests. Standards are now higher than at the time of the previous report. The daily lesson in mathematics has been implemented effectively and has impacted significantly on standards. In lessons observed standards were about the national average in this year's Year 6. This is explained by the higher proportion of pupils having special educational needs and those with behavioural

difficulties in this year's cohort. Oral and mental work is now a strength in mathematics, which is an improvement since the last inspection. Knowledge and understanding in the area of shape, space and measures is not as strong as number throughout the school.

5. Targets set for the year 2000 in English and mathematics are realistic and achievable taking into account this particular cohort of pupils.

6. In Key Stage 1, teacher assessment of science indicated that pupils achieved about the national average in 1999, though with fewer pupils achieving the higher level 3. The school has taken steps to address this issue and inspection findings would support the fact that more pupils are on line to achieve level 3 this year. By the age of eleven test results for 1999 showed pupils attaining levels, which were broadly at the national average based upon average points score. While the proportion of pupils who achieved the expected level 4 was above average, fewer than average pupils achieved the higher level 5. Inspection findings indicate that this year attainment is broadly average taking into account the current cohort. Pupils demonstrate a good balance of knowledge and understanding and investigative skills. They use scientific vocabulary well and can apply their knowledge of mathematics to draw accurate bar charts and line graphs. Their ability to interpret graphs and data is less well developed. A dip in results occurred in Key Stage 2 in 1998, particularly in mathematics and science. This is explained by the fact that this class included a higher proportion of pupils with special educational needs.

7. Standards in information technology are broadly in line with the national expectation across all key stages. Standards since the time of the last report have been maintained, with an improvement in the areas of control measurement and modelling. Higher attaining pupils are as yet insufficiently challenged in this area of the curriculum and this is a minor weakness.

8. Attainment in religious education is in line with the expectations of the locally agreed syllabus and pupils make satisfactory progress in relation to their prior attainment. They are developing a sound understanding of Christianity and other world religions. Pupil's contribution to assemblies shows a growing understanding of the concept of worship.

9. Attainment in design and technology is in line with national expectations at both key stages. By the end of Key Stage 2 pupils can develop a range of imaginative ideas in response to design challenges. They can evaluate the success and quality of their work. In history and geography standards are similar to those in most schools and pupils achieve appropriately for their prior attainment. Standards in music and physical education are as expected by the time pupils are eleven. A strength in music is the quality of singing and this results from good quality teaching which enables pupils to refine their skills and make good progress. Standards in art have declined since the previous report and are unsatisfactory overall because of uneven provision between different year groups. Variations in the level of teacher expertise and confidence to deliver all aspects of the curriculum adversely affects pupils achievements because they are not familiar with the full range of techniques to enable them to work with a wide range of materials.

Pupils' attitudes, values and personal development

10. Pupils thoroughly enjoy coming to school. Most of the children are smiling and are obviously happy as they respond to the encouraging welcome they are given by the headteacher and deputy headteacher who greet them all each morning by the school gate. Cloakrooms reflect busy chat about the forthcoming school day. Attitudes to work are invariably positive and often very good. Even the most boisterous children usually settle well to their lessons. Many of the numeracy lessons in particular begin promptly with pupils eager

to tackle their mental mathematics. A class of the youngest children entered the hall playing follow my leader behind the teacher in a very mature and sensible manner ready for an entertaining lesson with a parachute. There are many occasions when pupils are enthusiastic about their learning and keen to show their work to others. A Year 6 class working on complicated additions was eager to share their answers with one another, even competing with one another to see who could get the answer first. Pupils are proud of their efforts and readily explain their achievements to inspectors. Staff choose “workers of the week” for each class and these children are announced at the “Service of Praise” assembly each week. Chosen pupils were obviously delighted with this special recognition and their classmates applauded their success.

11. In the one or two lessons where attitudes are unsatisfactory this is due to the distracting behaviour of a few pupils, usually boys. Pupils behave well for most of the time. They show that they understand the rules, which each class has carefully created within the school’s very clear code of conduct, and almost always behave appropriately in class. Behaviour in large group settings is particularly good, as instanced by their, at times, exemplary behaviour in assemblies. Whilst behaviour in the playgrounds is boisterous, it is not unacceptable and reflects the appropriately high spirits of these children. Their enthusiasm for all the school’s activities, not just those in the classroom, do not usually lead to poor behaviour. A group of Year 4 pupils managed themselves extremely well both on the coach to a swimming lesson and whilst they were at the pool. They responded instantly to the staff and parent helpers clear instructions and were a credit to the school.

12. The school has a very small number of pupils, particularly boys, who find conforming to the schools high expectations of appropriate behaviour extremely difficult. Staff handle the occasional situations which occur with high levels of patience, tolerance and understanding, sometimes changing their planned activities to accommodate these interruptions. This does not usually adversely affect the overall progress of the class. There have been ten instances of fixed period exclusions involving eight boys in the year prior to inspection. Exclusion is appropriately used by the school as the ultimate sanction.

13. Friendliness is a distinct characteristic of the pupils. They are interested and curious without being unduly intrusive. They relate very well to one another. Many examples were seen in the classrooms of pupils helping one another. A Year 6 mathematician helped his neighbour plot co-ordinates correctly on a graph. Older pupils work with younger ones practising their reading and handwriting. Pupils work well together in pairs and groups. Year 4 children doing a Scottish dance in a PE lesson performed exceptionally well with their partner and with their set of eight boys and girls. Throughout school life the two genders work and play well together. Not only are pupils helpful and supportive in lessons, but they also look after one another very well in the playground. Two Year 5 girls very carefully attended to an injured Year 3 child helping her into school and comforting her. A group of children were playing families suggesting that a child with particular special needs is the mum and they would be the children.

14. Relationships between pupils and adults are also very good. Very high levels of mutual respect and understanding are evident and are a particular feature of Filton Hill School. These consistently positive relationships help pupils feel safe and secure in school. The pupils are interested in and respectful of the lives and cultures of others. Year 2 pupils were very curious about the religious habits of Jews when shown a video about preparation for a Barmitzvah. They were entranced when the teacher showed them a Torah and a Yad, a Jewish pointer, treating both with appropriate reverence.

15. Another significant feature of the school is the good personal development of all the pupils. Even those pupils who behave badly at times showed that they do care about others

and are acquiring some surprisingly mature responses. Many pupils, even in the younger classes offer help; doors are opened instantly; directions offered freely. The school provides an extensive and carefully considered range of opportunities for pupils to accept responsibility. Teams of Year 6 pupils managed the assembly props unobtrusively and quickly. Key Stage 2 volunteers meet each Wednesday to take part in the “ jobs club”, helping keep the school looking good. The well organised and effective school council plays a significant part in ensuring that pupils have a good say in school life.

16. The enthusiasm which pupils display for the school is reflected in the attendance figures, which are good. Very few pupils are late for school. This helps the school make a prompt and effective start.

HOW WELL ARE PUPILS TAUGHT?

17. There has been a significant change in teaching staff since the time of the last inspection. Six new teachers have been appointed in the last two years, and five have left.

18. Teaching is a strength of the school and has shown significant improvement since the last inspection. Teaching was good or better in two thirds of lessons and very good in a quarter. In the remainder of lessons, teaching was satisfactory, with only one unsatisfactory lesson observed during the inspection. At Key Stage 2 a slightly higher proportion of lessons was judged to be good or better. As a result of the quality of teaching, in lessons observed, pupils’ response was at least satisfactory and was good in 50 per cent of lessons and very good in 20 per cent.

19. Teachers’ management of pupils’ behaviour is a particular strength. Undoubtedly the ethos and standards for behaviour are created by the headteacher, as evidenced, for example, by the exemplary behaviour in assemblies. The headteacher recognises the importance of good behaviour as a pre-requisite for learning. There are a number of pupils who find conforming to the routines of school life difficult but, despite this, they are well supported by a caring and thoughtful staff. Pupils are always treated with respect, consideration and concern. Any breach of behaviour standards is met by a calm and considered response. Staff care for pupils. Considerable thought and effort have been employed to help pupils to appreciate the need to moderate any inappropriate behaviour, and the benefits this will bring to their learning. Teachers are sensitive to the needs of pupils and have a consistent approach to behaviour management. Despite the fact that many teachers are new to the school, they have seamlessly joined the staff and absorbed the ethos of the school. They are well supported by the headteacher and deputy headteacher.

20. Teaching of children under five is satisfactory overall and in two out of six lessons is good. Behaviour management is very good. The teacher provides motivating activities and appropriate practical tasks where possible. Clear explanations are provided and teachers model language well. Teaching in literacy and numeracy adheres too closely to the Key Stage 1 curriculum and is not sufficiently adapted to meet the needs of these young children.

21. Across the school, the teaching of literacy in the majority of lessons is good, often very good. Tasks are carefully matched to pupils’ prior attainment and lesson planning is of very good quality, with precise learning objectives identified. Teachers model language well and expect pupils to use subject specific language in discussions. Within the teaching of writing pupils make the best progress when they work under the direct supervision of adults who expect them to apply their vocabulary and skills of spelling and punctuation. Pupils do not consistently apply their knowledge when working independently and this is the reason why standards of writing are lower than those of speaking, listening and reading.

22. The teaching of numeracy is good, with a higher proportion of lessons in Key Stage 2 judged to be very good. Lessons proceed at a good pace, because teachers time activities to ensure pupils maintain high levels of motivation, which results in good progress. Assessment of pupils is generally good and enables work to be well matched to pupils needs. Minor weaknesses arise where the use of published materials restricts the depth of learning for higher attaining pupils.

23. The teaching of science has improved since the last inspection, particularly at Key Stage 2. Two-thirds of lessons are good or very good. Teachers' subject knowledge is good and they show considerable enthusiasm for the subject, which motivates pupils. Work is well matched to pupils' prior attainment and they achieve well. There is a consistency of approach e.g. to the teaching of scientific investigation which is progressively built upon year on year. Pupils work in science makes a significant contribution to the development of literacy and numeracy skills. Information communication technology (ICT) is used effectively to promote learning in science and science is used as a vehicle to develop skills in ICT.

24. Overall planning is good. Lessons have clear learning objectives and activities are well chosen to achieve these. Teachers reinforce learning objectives clearly, ensuring pupils know what they are doing and what the expectations of them are so that they have clear targets to aim for and they achieve well as a result. Lessons proceed at a good pace because teachers maintain good timing and interact appropriately to reinforce the focus of learning. Lessons have a good variety of activities, which maintain pupils' interest. Well focussed questioning is used to elicit pupils' ideas and develop their knowledge and understanding. Marking is done conscientiously. Whilst there are variations in the quality of written comment there are excellent examples in Year 6 across a range of subjects. Helpful comments enable pupils to know the extent to which they have achieved their targets and what they need to do to improve. In science the teacher poses questions to challenge pupils and take them further. Often a dialogue takes place as a result of the questions posed by the teacher showing that pupils take comments seriously and follow them up. Particular features of very good lessons include high expectations of what pupils can achieve. For example, in a Year 2 science lesson, the teacher had very specific outcomes in investigative work at a high level for the higher attaining pupils, and in a Year 3 lesson pupils were working well into the higher levels of the programme of the National Numeracy Strategy. Teachers have very good subject knowledge. The teaching environment is bristling with attractive visual aids to support learning. Teachers involve pupils in evaluating their work, so that pupils are aware of what they do well and what they need to improve. Homework is used effectively used to support pupils' learning.

25. Minor weaknesses in teaching occurred when deadlines were set, but not the expectations with respect to the progress made in a particular time. Occasionally questions are not sufficiently directed to individuals, which results in pupils answering at the same time. There were a small number of cases where there was insufficient challenge in the tasks set.

26. The teaching for pupils with special educational needs is mainly good and they are well supported. Staff withdraw pupils to address their specific needs and plan activities that are carefully targeted to meet the requirements of their individual education plans and they make good progress as a result. Often support assistants reinforce this support in the classroom. Support staff work effectively alongside teachers. Communication and relationships between teachers and support staff are good and support staff know pupils well. This good level of support makes a significant contribution to pupils' learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The school provides a rich and well-balanced curriculum for all of its pupils. The national literacy initiative and the more recently introduced national numeracy scheme are firmly established and strong features of the pupils' daily work. Teachers are confident and competent with the planning and delivery of both. Numeracy work within the mathematics lessons is very popular with many pupils.

28. The full range of National Curriculum subjects and religious education are offered to all pupils and an after school club caters for pupils interested in learning some German. Teachers use a standard school format for their planning that reflects the literacy and numeracy guidance. In some other subject planning they have adopted and adapted the guidance from the Qualifications and Curriculum Authority (QCA). This guidance is not yet available for teaching art and as a consequence the curriculum planning is less rigorous and effective.

29. The curriculum for children under five in the reception and Year 1 classes is not sufficiently linked to the Desirable Learning Outcomes and as a result lesson planning is often unduly focused upon the subject requirements for Key Stage 1. This results in some sessions such as literacy being too long to sustain the full concentration and motivation of these young children. While children have opportunities for creative and physical activity there are not enough occasions for play to support decision making and independence in learning. There are plans to review this curriculum for this age range in line with the national Early Learning Goals being introduced later this year.

30. The schools' personal, social, health and moral education (PSHME) policy and framework have recently been reviewed, leading to even more effective support for teachers. The appointment of a new co-ordinator has further underlined and re-emphasised the importance the school places on this feature of their work with the children. It is a very well thought out and strong feature of work with individuals, groups and the whole school. The policies for sex education, drugs education and the collective acts of worship and give helpful and well-used advice and direction.

31. The school provides pupils with a rich range of extra-curricular opportunities in different sports and clubs such as choir, computer club, grounds and building improvement group, and even a homework club for older pupils. These enhance the curriculum and are supported well. The contribution of parents in the running of the homework club is much valued by the school. Subjects such as history, geography and religious education frequently makes use of visiting speakers to give expert information on chosen topics. Plans indicate the intention to involve local artists as residents and to take place in art projects when the subject is a priority for review.

32. Pupils do make visits to places of interest including an annual residential visit to the Forest of Dean, which is staffed in part by sixth formers from the local secondary school. This enhances their learning of contrasting localities. Although the school makes some use of the local community, for instance in geography when pupils in Key Stage 1 take part in a walkabout locally, there is still considerable scope for even more use for the local community to support and enrich different curriculum subjects.

33. Links are made with other local primary and secondary schools at senior management level and in exchanging special educational needs (SEN) information and practices. However, teachers and subject co-ordinators do not have sufficient opportunities to exchange and share ideas and information with staff from local schools. Curriculum links with the secondary school are not strong enough to impact on teaching and learning.

34. Provision for the various children with SEN requirements is good throughout the school. It includes many types of activities both within class and withdrawal groups, which enable the curriculum to be delivered in both large and small groups. This effectively supports learning and access to the curriculum.

35. The school places great emphasis on promoting the personal development of all its pupils and is very successful in meeting its' aims in this respect. The PSHME programme provides very good opportunities for pupils to learn about and discuss a wide range of issues, which enhance their understanding of the needs of others and prepare them to become responsible citizens.

36. Spiritual provision is good and assemblies make a valuable contribution to supporting pupils' understanding of the wonder of life. Pupils have opportunities to reflect upon the values promoted by the school, Christianity and world faiths and this makes a significant contribution to their understanding of special occasions and events. The celebration of personal achievements and festivals all support well the promotion of self-esteem and the belief that all people are special in some way. Pupils acknowledge and are supportive of each other's achievements, happy to celebrate together. Displays project pupils' feelings and emotions about events such as the Millennium celebrations, where they describe their hopes and aspirations for the new century, for example peace in countries where there is conflict, and love in homes where there is unhappiness.

37. Provision for moral development is very good. All pupils develop and practise a strong sense of right and wrong in school because teachers provide positive role models. Teachers take every opportunity to reinforce the school aims and values in the daily life of the school. They ensure strong moral values permeate many aspects of classroom activities and underpin the ethos for learning. Circle time sessions encourage pupils to learn about and consider the values and viewpoints of others. They are encouraged to care for one another. An example of this care was evident when a closing door hurt a pupil. Friends and staff ensured he gained appropriate care and attention and then welcomed him back into the lesson. On the small number of occasions where rules were broken, pupils apologise and are aware of the impact their behaviour has on others.

38. Provision for social development is also very good. Pupils are given frequent chances to take on responsibilities. These include managing and organising elements of school assemblies, the pairing of older pupils with younger ones to hear reading, and the opportunity to take responsibility for the specific organisation of resources in classrooms. The school council is a significant strength of this provision. All pupils value the opportunity to become class council representatives. Pupils take pride in representing their school and projecting the ideas and views of other pupils in their meetings. The headteacher provides very good support through the careful steering of discussion. Sensitive questioning leads pupils to make decisions which are in the best interests of the school community, for example the use of playground space and raising awareness of the dangers of the misuse of drugs. These meetings enable pupils to reflect on the quality of school life and how it can be improved.

39. Cultural provision is satisfactory. The school provides useful opportunities for pupils to experience life beyond school. A number of community people share experiences with pupils linked to subjects such as religious education and people at work. Pupils are introduced to world faiths and cultures through assemblies and subjects such as geography and history. There are a small number of opportunities for pupils to study the work of famous artists and musicians, which enhances their study of compositions from both European and non-western cultures. Artefacts and treasures from different countries are attractively displayed and used in lessons to support pupils developing understanding of the similarities and

differences between the values, traditions and beliefs of world cultures and faiths. The school makes appropriate use of the local area for instance in geography when Key Stage 1 pupils took part in a walkabout to look at significant features of their local environment. Links with other schools are however too limited and in this respect opportunities to enhance pupils' understanding of life in a multi-cultural society even further are missed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has good arrangements for ensuring that pupils are safe and secure in school. Very clear policies exist and the systems in practice match these policies. Child protection procedures are effective. Arrangements for caring for sick and injured children are very good. Of particular benefit to the welfare of the pupils is the very genuine and consistently caring attitude of all the staff, teaching and non-teaching. The children at Filton Hill School benefit enormously from the time, energy and thought which all staff give to identifying and promoting each child's individual and unique need. Support staff make outstanding contributions to this aspect of school life, as instanced by the careful and considerate attention which the mid-day assistants give to all the children.

41. The school now has good procedures for assessing how the pupils are getting on in their studies. Baseline assessment is carried out, as are statutory tests at the end of Key Stage 1 and 2. The school monitors levels that pupils achieve to measure value added and ensure individual pupils are achieving expected levels. Class teachers have clear information about most subjects, particularly at Key Stage 2, and use it well to identify what pupils need to do next to improve. Regular assessments both by tests and by the teachers' own knowledge of individual pupil performance ensure that good support and guidance is provided for pupils academic and personal progress. For example, an analysis of the outcomes of tests in mathematics and English and classroom observations is used effectively to identify weaknesses in pupils' learning and how teaching will redress these. Pupils' personal and social development is also tracked effectively.

42. Pupils with special educational needs have full access to the curriculum and are very well supported. Provision for these pupils meets the statutory requirements of the Code of Practice. Assessment is good because staff identify precise targets and regularly review how well these have been met. This information is shared with class teachers. The special needs support teacher is involved in the careful monitoring of progress towards targets and in on going teacher assessment. This high quality support helps pupils to feel good about themselves and their considerable achievements. However, the very few pupils experiencing difficulties behaving well do not yet have individual behaviour plans with clearly enough identified time related targets, which are shared with all staff.

43. Procedures for managing the behaviour of all the pupils are nevertheless very good. Staff are quite clear about how they expect pupils to behave, using rewards very consistently and obviously to motivate the pupils. The Year 4 Scottish dancers were awarded with class points for their very good behaviour and performance throughout the lesson. This very effective management helps pupils make suitable and often good progress in many of their lessons. Bullying is rare, and when it does occur, pupils are confident that it is dealt with promptly. Any instances of bullying or racial incidents are recorded and reported to governors. Rewards are unnecessary to persuade pupils to attend regularly; their enjoyment of school is sufficient. The school does however record and monitor attendance well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The vast majority of parents are very satisfied with the school and the way in which it provides a suitable and appropriate education for their children. They are rightly particularly

appreciative of the time taken to meet individual pupil's needs. The school works hard to include parents in and to tell them about what their children are doing. General information in the form of regular newsletters is informative and interesting. The Annual Report from governors is full and does meet legal requirements but could be livelier, to reflect a truer picture of the ethos of the school. Annual Reports on pupils' progress are sound overall, reporting of the core subjects of English, mathematics and science, usually giving clear indications of each child's strengths and weaknesses within the subject. Reporting of the other subjects is at times scant and at times fails to provide sufficient information about the progress children have made and what they need to do next to improve.

45. Parents are certainly actively encouraged to support the home-school agreement and to take part in school life. The few who do participate are highly valued and are providing high quality support for the school. Swimming lessons for the Year 3 and Year 4 pupils are an excellent example of the very good partnership with those active helpers. Parents helping at the pool are involving themselves totally in the lessons and enabling children to be effectively taught in small groups. Parents also support the homework club for Year 6 pupils.

46. The school tries hard to ensure pupils' learning is continued at home. The mathematics games trolley, a library of educational games for children, is available on a weekly basis for families to borrow to play at home together. The range of "Help" booklets gives very good ideas about how parents can support with homework and behaviour in general and mathematics and English in particular. Reading, spellings, homework sheets on Fridays and researching for topics form an appropriate basis for parents to be involved in home learning. Parents of pupils with special educational needs have regular meetings with the special needs support teacher.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher and deputy headteacher provide leadership of good quality and work in close partnership. They are well supported by staff who work as a committed team to improve the school. Governors also give good support and because of the shared approach to decision making there is a clear understanding of the strengths and weaknesses of the school and the direction for improvement. Staff and governors are involved in planning for school improvement and the school development plan is of very good quality. It is closely linked to the aims and values of the school and identifies a realistic number of priorities. The chairman of governors, chair of the finance committee and the headteacher have a very clear understanding of the school's financial position and a very good perception of the financial implication of future developments.

48. The longer-term plan gives a clear direction for the future of the school over a three-year period. Expectations of monitoring progress made towards meeting goals and targets are clearly defined. Governors have recently become more systematically involved in monitoring arrangements following governor training. They now meet with co-ordinators to discuss the progress made in developing the curriculum and the standards which have achieved, for example, in literacy. This informs the review and identification of areas to be prioritised in the school development plan. This practice is relatively new to governors and is the next appropriate aspect of their role to develop. Training has supported this initiative well and the decision to focus on basic skills teaching is well linked to the current main priorities.

49. Finances are linked to goals and expenditure is monitored carefully. The finance committee receives detailed information about the budget monthly and applies the principles of best value systematically. All committees have a good understanding of the relationship

between finance and school improvement. Funding has been applied appropriately to address the particular needs of some year groups in order to raise standards. Grants are sought and used to improve the quality of education. For example, a new classroom improves provision in Key Stage 1 and the National Grid for Learning funding has supported the development of equipment for information technology. There is a rolling programme of redecoration and building maintenance, which ensures the school is kept clean, and in good repair. Accommodation and learning resources are adequate. Governors are involved in the appointment of new staff to ensure the appropriate balance of expertise across the curriculum and age range. There is a clear understanding of the need to strengthen management in Key Stage 1.

50. Since the last report good progress has been made in developing curriculum management. Co-ordinators undertake an annual review of their subject and plan appropriate action for maintenance and development within their specific budget allocations. Monitoring standards involves co-ordinators in observing teaching. For example the headteacher and literacy co-ordinator have observed all staff and provided appropriate feedback of the quality of teaching. Similar monitoring supported the teaching of mathematics. This has strengthened the range and quality of teaching strategies and is a reason why the quality of teaching, for example of literacy, is now very good. A weakness in the managerial structure occurred within Key Stage 1 in 1999 where assessment outcomes were not analysed to identify strengths and weaknesses in the curriculum and teaching. This led to a significant drop in standards and underachievement in literacy and mathematics. The decisions of senior managers and governors to make changes to teaching arrangements and to increase monitoring have addressed these issues. Teacher assessments in the current Year 2 are accurate. A further issue relating to the management of Key Stage 1 is the weakness in the link with provision for children under five. While children are well cared for, expectations of these children to engage in elements of a Key Stage 1 curriculum are inappropriate, particularly for children with special educational needs and those with behavioural difficulties.

51. The day to day organisation of the school is well managed and routine procedures run smoothly. The administrative assistant makes good use of information technology equipment to support her work, for example, ordering equipment and monitoring financial expenditure. She ensures that governors receive appropriate financial information on a regular basis. She makes a significant contribution to the smooth running of the day to day management enabling the headteacher to fulfil her leadership and management duties. The caretaker and cleaning staff are also committed and ensure the building is appropriately maintained.

52. The school's mission statement and aims are reflected in the school's positive ethos for learning and nurturing of personal development. The school is adequately staffed by appropriately qualified teachers. There are effective systems for supporting teachers new to the school. The school has initial teacher training students from a local institution. Arrangements for the professional development of all staff are good. Training to broaden skills and competencies is appropriately linked to continuing professional development and the school development plan. Relationships within the school are good. Staff work well together in teams and a particular strength in Key Stage 2 is the regular minuted discussion of their planning and organisation. They have welcomed the monitoring and evaluation of the quality of teaching and learning and opportunities to observe teaching. This good practice is being developed through linking curriculum priorities to targeted release time.

53. The management of special educational needs is good overall. The co-ordinator receives good support from staff and the senior management team. General Assistants also

have the strengths and expertise to provide effective support for pupils with special educational needs. The school's provision meets the requirements recommended in the Code of Practice and there is detailed documentation of responsibilities and procedures. A register of pupils with special educational needs is maintained. However the school's register does not accurately reflect the proportions of pupils with behavioural difficulties in Year 6 or those with learning and behavioural difficulties in Year 3. This reflects the weakness in teacher assessment for Year 2 pupils in 1999. While individual behaviour plans are in place for a small proportion of pupils targets are not sufficiently specific or time related. The recent appointment of two named governors with responsibility for learning and behavioural needs has not yet had time to have an impact on provision. Regular monitoring of provision ensures good levels of communication.

54. The good quality of leadership highlighted in the previous report has been maintained.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to continue to raise standards, the governors, headteacher and staff should:

- (1) Improve standards in writing by:
 - (i) planning appropriate opportunities for writing across the breadth of subjects; (paragraphs 3, 74, 83, 106)
 - (ii) developing higher levels of motivation for writing amongst boys; (paragraphs 66, 74, 83)
 - (iii) reinforcing the use of phonics and standard English to improve spelling. (paragraphs 3, 68, 71, 74)

- (2) Improve the quality of leadership and management of Key Stage 1 by:
 - (i) ensuring the monitoring and evaluation of standards effectively highlights strengths and weaknesses which informs teaching; (paragraphs 2, 4, 50, 53)
 - (ii) developing effective continuity in planning between the curriculum for children under five and those in Key Stage 1. (paragraphs 20,29, 50)

- (3) Improve the provision for children under five by:
 - (i) providing an appropriate curriculum to meet the needs of these children in line with national guidance; (paragraphs 20, 29, 50, 57, 59, 60, 63, 69)
 - (ii) improving the quality and range of resources by providing more resources to support learning through play. (paragraphs 29,63)

The following issues are of a minor nature

- (i) links with other institutions could be further developed. (paragraphs 33, 39)
- (ii) standards in art should be higher. (paragraphs 9, 92)
- (iii) there should be greater challenge for higher attainers in information communication technology in Key Stage 2, and in mathematics at Key Stage 1. (paragraphs 7,111, 4,

- (iv) 80) targets in pupils' individual behaviour plans should be more specific and time related. (paragraphs 42, 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	40	31	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	19	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	14
	Girls	14	14	14
	Total	29	28	28
Percentage of pupils at NC level 2 or above	School	88 (76)	85 (83)	85 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	14	14	14
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	88 (82)	91 (82)	91 (89)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	11	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	13	14	15
	Total	20	24	25
Percentage of pupils at NC level 4 or above	School	69 (68)	83 (52)	86 (58)
	National	70 (63)	69 (62)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	12	12	12
	Total	19	20	19
Percentage of pupils at NC level 4 or above	School	66 (48)	69 (51)	66 (68)
	National	68 (63)	69 (64)	75 (69)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	2
Black – other	
Indian	1
Pakistani	2
Bangladeshi	
Chinese	1
White	
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	10	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	23
Average class size	23.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	150

Financial information

Financial year	1998-1999
	£
Total income	354,811
Total expenditure	332,284
Expenditure per pupil	1662
Balance brought forward from previous year	22,419
Balance carried forward to next year	22,527

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	0	0
My child is making good progress in school.	62	35	3	0	0
Behaviour in the school is good.	46	46	6	0	1
My child gets the right amount of work to do at home.	32	54	13	0	1
The teaching is good.	61	38	1	0	0
I am kept well informed about how my child is getting on.	46	41	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	28	1	1	0
The school expects my child to work hard and achieve his or her best.	67	32	0	1	0
The school works closely with parents.	52	41	6	1	0
The school is well led and managed.	54	41	6	1	0
The school is helping my child become mature and responsible.	52	43	3	1	0
The school provides an interesting range of activities outside lessons.	30	39	10	3	17

Percentages of responses are rounded to nearest integer, sum may not = 100%

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children begin school in the year in which they are five on a part time basis for the first six weeks in the Autumn Term and full time after that. At the time of the inspection there were thirty five reception children organised into one straight reception class and nine children in a vertically grouped class of reception and year one. Twenty of the children are under five.

57. Baseline assessment shows that the attainment of a large majority of children on entry to the school is below average. They have limited experiences of language, number and their environment. Physical co-ordination is also underdeveloped and social skills are limited. This is a change since the last inspection.

58. The reception children are offered a secure, caring and stimulating learning environment and the quality of education they receive is satisfactory. However, the range of provision is unsatisfactory.

59. Children's personal and social development is a strong feature of the reception class. Staff make clear their expectations for behaviour and behaviour is good. Children are learning to take turns, cooperate well and have good relationships with each other demonstrated, for example, when exploring the parachute together. Children do not often take the initiative. They are in line to achieve the Desirable Learning Outcomes on entry to year 1.

60. In the linguistic and literary area of learning children have limited skills. Over two thirds of children have a limited vocabulary and some are unable to talk in simple sentences. Responses to questions are often single words or phrases and spoken language is frequently unclear. Children clearly enjoy stories and rhymes and can listen attentively. Children attempt to write their own names, can recognise some sounds and, with support, are beginning to form letters. Opportunities for taking part in role-play where language can be developed are limited although there are imaginative areas created for them to use. There is an overemphasis on the full Literacy Hour requirements, which is not meeting the needs of the majority. Objectives are overambitious and do not ensure those early skills and knowledge and understanding are developed appropriately. Children are required to sit for long periods of time when they should be actively participating in a range of experiences to support their learning. Children do make limited progress but by the age of five attainment remains below national expectations and the majority of children are not in line to achieve Desirable Learning Outcomes.

61. In the mathematical area of learning children can match colours and name them. Some understand comparative language, for example, long and short, big and little. Many begin to recognise and form numbers to five and some to ten. The higher attainers can count beyond. They all join in counting rhymes and songs and recognise shapes such as a square, circle, triangle and rectangle. The teacher constantly reinforces mathematical language by ensuring its use in a variety of contexts. There is an overemphasis on the dedicated numeracy lesson which, although offering a good focus on oral number skills, means that children sit for long periods and then go to activities in the independent working time which do not fully support the development of their mathematical learning. Children do make satisfactory progress from baseline in number skills but progress in other areas is slower and attainment in mathematics at five is unsatisfactory overall, with the majority of children not in line to achieve the Desirable Learning Outcomes.

62. In the physical and creative aspects of learning children make satisfactory progress and reach the levels expected of children of their age. They enjoy times when they are given opportunities and freedom to explore materials and express their ideas such as making kites for the 'up in the air' theme. Time for these experiences is limited. Opportunities for children to develop physical skills include the use of a safe outdoor play area. Many pupils pedal tricycles and steer large wheeled toys forwards and backwards. The use of this area is restricted by the timetable. By the age of five many children show satisfactory control in co-ordinating their movements, for example, when running, walking, responding to instructions and manipulating pencils and crayons. They enjoy expressing their ideas through paint and drawings and action rhymes and songs. Music is a strong feature in the reception class.

63. Pupils make satisfactory progress in developing knowledge of the world around them. They describe their local environment and talk about events in the recent past. They enjoy finding out about the world around them, for example when learning about air transport. Teachers help and encourage children to communicate their ideas and understanding and attainment reaches levels expected of children of their age.

64. Curriculum planning for children under five is unsatisfactory as there is an overemphasis on Key Stage 1 objectives and experiences which do not meet the need of the children who are not able to function at that level. Despite this weakness the quality of teaching is satisfactory and sometimes good as, within the restrictions of the expected planning formats, the teacher gives clear explanations, models appropriate language effectively, encourages enthusiasm and provides motivating activities and appropriate practical tasks where possible. Behaviour management is very good. However, there are too few opportunities for children to initiate their own learning and the emphasis on developing the more formal aspects of learning is not always entirely appropriate.

65. Children enjoy taking part in practical activities and are very happy at school. They are eager to succeed but lack confidence in learning. They value the support they receive and show trust and respect for adults and each other.

ENGLISH

66. In the 1999 Key Stage 1 tests for pupils aged seven attainment was well below average in reading and below average in writing. In comparison to similar schools it was well below average in both aspects. Teacher assessments of speaking and listening skills show average attainment overall but few pupils achieved the higher level 3. Trends over time show variations between cohorts but indicate a gradual increase in reading standards. Standards in writing show a drop from 1998 to 1999.

67. Results of the 1999 tests for eleven-year-olds were average but below those of similar schools. At both key stages the proportions of pupils attaining the higher levels were below average. Results over the previous four years are broadly in line with the national trend. Variations in attainment are partly due to the significant imbalance of boys and girls in some year groups. However, the attitudes of boys to writing are not as positive as they are to reading. While girls say they prefer reading to writing a higher proportion also enjoy writing.

68. When analysing these results it is important to recognise that baseline assessment results in literacy skills show children enter school with levels of understanding below that of most five year olds. In addition, the proportions of pupils with special educational needs and those with behavioural difficulties vary considerably between cohorts. Overall, the intake is of lower attainment than it was when the school was previously inspected.

69. Inspection findings reflect improvement in standards during the last year in Key Stage

1. Changes in staffing and the emphasis placed on developing literacy skills is gradually influencing progress. Standards in reading are about average but in writing they remain below average. While listening skills are average speaking skills are less well developed and are below average. This is because of the limited range of vocabulary of many pupils and the reliance on words and phrases to communicate ideas rather than well structured sentences. In addition, spelling inaccuracies reflect the dialect and these features adversely affect the quality of writing.

70. While the teaching of literacy to children under five emphasises extending spoken language it is too closely structured to the Key Stage 1 curriculum. The literacy hour is not sufficiently well adapted to meet the needs of these young children; there are too few opportunities to extend spoken language through structured play which inhibits progress and so by the age of five attainment is below the national expectations for children under five.

71. Within literacy lessons pupils in Key Stage 1 classes cooperate well in both independent and group learning tasks. Attitudes are positive because teachers understand pupils' needs and make their tasks interesting. Teachers encourage pupils to enlarge their vocabulary and to respond in sentences. They provide good role models and there are good links established across a range of subjects, for example in music pupils in Year 1 understand the term rhyme and in science they use the terms 'same' and 'different' appropriately. Teachers take every opportunity to extend pupils' vocabulary and improve speech through asking open-ended questions and expecting extended responses to questions. In one class the teacher asked pupils how a sentence could be made more interesting by adding descriptive words. These strategies are effective but by the age of seven pupils continue to lack the confidence and breadth of language to express themselves precisely. A small proportion of higher attaining pupils are beginning to use tone, pace and expression when stating their points of view and when reading text.

72. At Key Stage 2 these skills are further enhanced and pupils express their opinions with greater confidence, making good use of the words introduced in lessons when required to do so. While the use of Standard English is less well-developed, pupils do recognise the need to adapt their speech according to the situation. Most pupils respond well to teacher intervention in this respect. Taking into account the below average language levels of children on entry to the school, they make good progress. Attainment in listening by the age of eleven is at the national expectation, though speaking remains below average.

73. The emphasis placed on the teaching of reading is effectively raising attainment. This includes the setting of specific targets for pupils with special educational needs, which are addressed very well through teacher support and the withdrawal of small groups to concentrate on specific areas of difficulty. The part time special needs teacher has established very good relationships with these pupils and because she chooses text, which relates to the personal interests of pupils they are eager to work with her and persevere to succeed, even when they find learning difficult. Provision is very good in this respect and enables these pupils to make good progress. However, they still have some difficulty in applying their phonic skills to decode new words independently. By the age of seven pupils of higher ability use phonics to read unfamiliar words and predict with accuracy. A few pupils continue to have a very limited sight vocabulary, although most are beginning to read with fluency, expression and understanding. The majority identify the author, title and contents and understand the purpose of both fiction and non fiction. At Key Stage 2 most pupils show enjoyment in reading and higher attaining pupils talk with enthusiasm about their favourite authors and use of non-fiction books. They understand how to locate information within the school library and using the CD-ROM. By the age of eleven the majority read unseen text with competence. Lower attaining pupils are gaining confidence in reading more challenging text and are developing expression and fluency. Reading diaries support the partnership

between home and school in all classes and are most effective when a dialogue between home and school experiences indicates success and difficulties. When parents support reading this makes a significant contribution to raising reading standards. By the age of eleven standards in reading are average.

74. At both key stages, progress in writing is slow. Opportunities are provided for pupils to write during the literacy hour and also in time allocated for additional writing activities. The majority of pupils in reception and in Year 1 make good progress with letter shapes, but only a few are able to write in sentences and sequence a story independently. By the end of Key Stage 1 the range of writing includes reports, poems, imaginative and report writing. Presentation is good and handwriting is well formed and legible.

75. Pupils aged eleven use an increased vocabulary to describe events and their range of technical vocabulary has increased sufficiently to enable them to use scientific and mathematical terminology in their writing with accuracy. For example, in mathematical writing describing calculations, pupils use the terms doubling, adding and subtracting. Because boys prefer report writing the quality of their work in this respect is better than in story writing. Many say they prefer mathematics because they complete a greater amount of work more quickly. Many pupils continue to have difficulty extending their ideas to produce descriptive writing to engage the reader. Pupils prefer to tell stories and reflect their views through debate and discussion. While pupils write using correct punctuation including apostrophes and paragraph their work by Year 6, the spelling of some everyday words is not sufficiently secure and a significant proportion of pupils still require adult support to develop detail and description. Spelling remains a weakness. All pupils including those with special educational needs take pride in the presentation of their work, which is of a very good standard. However, few pupils attain the higher levels and raising standards in writing is a key issue for the school to address. Attainment in writing by the age of eleven is below average. Steps taken to address the particular needs of the current Year 6 are effective. The teaching of literacy to this class in two groups supported by an additional part time teacher is working well because the quality of teaching is very good for both the lower and higher ability groups. The teachers plan together to ensure continuity in the coverage of work and that tasks support pupils in meeting their individual targets. All pupils have agreed targets that they strive to achieve. This process engages pupils in measuring their own successes and areas to improve upon and is well supported by marking which is of high quality. The minor weakness in this respect is the lack of defined timescales within which pupils should achieve their targets.

76. The literacy strategy has been implemented effectively. Pupils enjoy these sessions and are eager to learn. Their behaviour is good and they get on with their work during the independent work sessions, knowing not to interrupt their teachers. There are several pupils with challenging behaviour but because teachers guide pupils with consistent, firm and positive intervention there are only rare instances when this behaviour inhibits the progress of others. Teachers' management of pupils' behaviour is a particular strength. General assistants are well briefed by teachers and make a valuable contribution to pupils' learning, particularly those who are less able. They engage in good quality focussed questioning with pupils which builds well upon teaching strategies and encourages independence while guiding the learning. Pupils listen carefully to the contributions made by others and are eager to participate. Plenary sessions are well timed and provide good opportunities for pupils to share the outcomes of their learning.

77. Teaching in the majority of lessons is good, often very good. The coordinator and headteacher have monitored lessons and teachers' knowledge and understanding of the strategy and its use is good. Their knowledge of the needs of their pupils is very good, with tasks carefully matched to ensure individual progress is made, with particular attention being

paid to those with special educational needs. Teachers expect pupils to contribute in discussions and use questioning skillfully to ensure all pupils make an oral contribution. There is insufficient expectation in ensuring clarity of pronunciation to aid spelling and writing. Lesson planning is of very good quality, with specific objectives to clearly identify the precise focus of learning. Classes are well organised and particular care is taken to make sure all pupils are seated in positions that enable them to see the book or whiteboard. Lessons are usually conducted at a brisk pace and teachers adapt the use of time appropriately to ensure that pupils remain on task and that time is used efficiently. For example, in Year 5 the teacher stopped the lesson to reinforce expectations by drawing attention to positive features of a pupil's work and reminding pupils of how much time they had left to complete their tasks. Work is marked conscientiously and, although there are variations in the quality of written marking, some excellent examples are evident in Year 6 where the teacher comments on aspects of progress and the achievement of targets while highlighting the precise focus of marking for the next piece of work. This practice is inconsistent between classes. Homework is used appropriately to support progress in English. It is carefully planned throughout the school.

78. The co-ordinator provides very good leadership of the subject, giving clear direction to the teaching. Support and monitoring of the teaching of literacy has enabled teachers to competently apply the National Strategy to pupils' needs. Procedures for assessing pupils' attainment are thorough and outcomes are used to inform lesson planning. Test results are analysed and action is taken to strengthen areas of weakness, for example in the review of weaknesses in Key Stage 1 in the previous year. Reading and spelling tests are administered and analysed regularly to measure gains in learning. Older pupils are regularly reminded of their targets and are encouraged to carry out self-evaluation of their work. This practice is less well developed in the early stages of Key Stage 1. Governors are involved in monitoring the school's approach to teaching literacy in liaison with the co-ordinator.

79. The targets set for the Year 2000 are realistic and achievable. While they are lower than those of the previous year they take account of the particular needs of the cohort and are likely to be lower than last year's results.

MATHEMATICS

80. In the 1999 tests for pupils aged 11 standards achieved were above average with 21 percent achieving level 5. In comparison with schools that are similar to Filton Hill the results were above average. This shows that the efforts made by the school to improve pupils' performance in mathematics have raised standards since the last report, despite a dip in results in 1998. However, the proportions of children with special educational needs and behaviour difficulties vary considerably between year groups and while the current year 6 attain standards which are about average, fewer children are likely to achieve the higher level 5 this year.

81. Attainment on entry to school is below average. At the age of five standards in mathematics are below that usually expected of children this age and, while their skills in recognising numbers are sound, in other areas of mathematics, for example recognising shapes and measures, their knowledge and understanding is limited. In the 1999 tests for seven- year- olds the results were well below average compared to all schools and similar schools. Fewer pupils than average reached the higher level 3. This is a change since the last inspection. However, the daily lesson of mathematics has been implemented effectively and the school has ensured an appropriate focus on the subject. This has had a significant impact on standards. Staffing has changed and the teaching of mathematics is good overall and often very good, planning is of good quality and there is an emphasis on progression.

Rates of progress are fast. As a result by the age of seven standards are average and by the age of 11 standards are above average.

82. Pupils with special needs are well supported and make good progress. The provision for a small number of higher attaining pupils varies from year group to year group. This was identified as an issue in the last inspection and, although partly tackled, remains a weakness. There are times during group activities when the teacher is not teaching a focused group and spends time overseeing the whole class. Worksheets sometimes revisit learning and do not fully challenge pupils, particularly the higher attainers.

83. Oral and mental work is now a strength in mathematics, which is a good improvement since the last inspection. Pupils are more able to demonstrate their skills of recall and are generally accurate. There are still a number of pupils throughout the school who need to become more confident with their knowledge of multiplication tables. Understanding of place value is good. Pupils are able to estimate answers successfully. There is evidence of pupils handling data but they find interpreting graphs difficult, particularly in KS2 where information is more complex. Investigation activities in KS1 do not always ensure that the appropriate problem-solving skills are developed or that pupils apply their existing knowledge accurately. Knowledge and understanding in the area of shape, space and measures is not as strong as number throughout the school.

84. The majority of teachers, especially in KS2, have secure subject knowledge. This is particularly evident in Year 4 where some very good practice was observed when teaching fractions where pupils were challenged to explain how they achieved their answers clearly using the appropriate mathematical language. This could be further applied to extend pupils writing in mathematics. Where subject knowledge is less secure teachers rely too heavily on published materials, which restrict the depth of learning and do not challenge the higher attainers. Overuse of these materials in KS1 also restricts rates of progress. Skills demonstrated during oral and mental sessions are good. Questions are matched to ability and to achieve the intended learning objectives. In Year 1 specific pupils were describing numbers between one and ten using a number line through effective questions from the teacher. In Year 6 pupils learning about the use of negative numbers with co-ordinates were given thinking time while working out answers to well focused questions. Even boys with challenging behaviour respond very positively because they are not required to write. Knowledge and assessment of what children know and need to know next are generally good and enable planning to match objectives to ability. Where assessment is weaker, pupils are not given tasks that successfully match their ability. Teachers set a brisk pace and the pace of learning is fast. Current rates of progress, particularly in KS2 are fast. Team planning and sharing the use of a range of strategies to meet the needs of the pupils ensures a consistent approach. Consistent, good quality behaviour management ensures pupils remain engaged on task in all classes.

85. Because teaching is good pupils are well motivated and for many pupils, particularly in Year 6 mathematics is their favourite subject. Pupils are encouraged to take pride in their work in all classes.

SCIENCE

86. End of key Stage 1 statutory teacher assessment indicated that standards of attainment in science were broadly in line with the national expectations, although the proportion of pupils achieving the higher level was below what would be expected nationally. Inspection findings confirmed standards to be average. The school has taken effective steps to address the issue of the small numbers of pupils attaining at the higher level. In one Year 2 lesson observed, about half of pupils were working towards or at level 3 so that the number of

pupils likely to achieve level 3 in science by the end of Key Stage 1 will be greater than last year. Higher attaining pupils could, for example, carry out a simple investigation involving measuring length and explain how they were making their investigation fair. They were able to draw simple conclusions from their investigation.

87. By the end of Key Stage 2 test results for 1999 showed attainment to be at the national average. There has been a fall in the average results for science since the last report. Although the proportion of pupils attaining level 4 and above was above the national average, the proportions attaining the higher grade 5 were below. In lessons and from work sampling, attainment for the current Year 6 was judged to be broadly in line with the national average. Pupils demonstrate a good balance of knowledge and understanding and investigative skills. They use scientific vocabulary well, e.g. condensation and evaporation. They draw bar charts and line graphs accurately, but have more difficulty in interpreting graphs. As in the last report, lower attaining pupils continue to make good progress.

88. Teaching is at least satisfactory, with two thirds of lessons being good or better. This is an improvement since the last inspection, particularly at Key Stage 2. Planning for the subject is good and there is an appropriate balance between teaching scientific knowledge and understanding and scientific investigation. Clear learning objectives are identified for lessons. Teachers have good subject knowledge. Activities are well chosen and work is generally well differentiated to meet the needs of children of different prior attainment. Higher attaining pupils are appropriately challenged. This is particularly the case in Year 2 and Year 6. A number of teachers have a real enthusiasm for the subject, which is reflected, in pupils' levels of interest and motivation. Teachers make good use of a variety of prompt sheets to help pupils' structure their investigations and place an appropriate emphasis on the use of scientific terminology. Pupils' response to science is very positive. There were no instances of inappropriate responses, which is an improvement on the last inspection.

89. Where the teaching observed was satisfactory, improvements could have been made by extending and challenging children more, for example, by extending their vocabulary, by giving pupils greater independence and by work having a clearer focus on learning objectives. In one instance pupils would have benefited from having some questions to guide their research, rather than a more open-ended brief. This would have ensured learning more focused on the lesson objectives.

90. There were some instances in work samples of lower attaining pupils struggling to record their work. Some very good examples of supportive strategies to help pupils in this respect can be found in Year 6. Whilst marking in general is thorough, marking in Year 6 is of a very high quality. Aspects of this could be usefully extended to other years.

91. The subject makes a very good contribution to the development of literacy skills. Pupils have many planned opportunities to measure, draw bar charts and line graphs, so making a good contribution to the development of numeracy skills. They have opportunities for extended report writing and for answering questions in complete sentences. There is an emphasis on technical vocabulary. Teachers also make good use of information communication technology, for example research on the Internet or CD-ROM.

92. The subject is very well co-ordinated. The co-ordinator has recently attended an extended course, the benefits of which are clearly evident in her teaching and in the impact which work from the course has had on provision in the school. She is active in her monitoring and evaluating role. Test results in Key Stage 2 have been analysed to identify areas of weakness and there is clear evidence of these areas being targeted in pupils' work.

ART

93. The standard of work that pupils produce in art is very uneven; it varies considerably across different year groups, with different two and three-dimensional materials, and with different ways of working. This current inconsistency prevents pupils reaching the standards in line with expectations at the end of each key stage. Early year's artwork includes some carefully crafted line and stamp prints produced on the computer, some experimental weaving samplers with paper, card and differing tactile materials and some precisely folded and decorated paper lanterns. Key Stage 1 pupils produce some ambitious portraits and printing samples but many lack appropriate control or the stimulus of working within planned restrictions such as a limited colour range or specific mark making tools.

94. Highlights of the work in Key Stage 2 classes include some very large scale 'Cubist' styled portraits using pastel crayons on images that originally developed from observation paintings with poster paints. Block prints produced in later years are ambitious and expressive but would be more challenging if pupils were encouraged to work with restricted palettes or explored rudimentary principles of colour mixing. Observation drawing is a regular feature of artwork through each year in the school and the reasonable standards that pupils reach by the time they leave school reflect this. There is no regular use made of sketchbooks to take pupils' observation and representation skills even further.

95. Only one lesson of art was observed during the inspection period, however teachers' planning, displays of work and discussions with pupils took place. The quality of teaching, and subsequently pupils' learning, relates closely to the subject competence and experience of individual class teachers. This varies considerably from good to inadequate. After the last inspection the school was expected to introduce a more rigorous scheme of work that promotes quality through the progressive development of visual concepts and ever more demanding representation techniques. This has not been completed. The recently appointed art co-ordinator has carried out an audit of the artwork being covered in the different years. This has been followed up by offering ideas and resources to ensure breadth of coverage across two and three-dimensional materials. Standards will not rise consistently until a scheme of work is in place to build up the pupil's understanding of visual concepts such as line, tone, shape, pattern, texture, colour etc. progressively year by year. Because of the national requirements to implement the literacy and numeracy strategies, this element of the action plan has not yet been completed and the school is rightly awaiting new national guidance before proceeding.

96. Some of the best art work seen resulted from pupils studying the work of famous artists such as Picasso inspired cubist studies or the study of different cultures and religions such as the Mendhi hand painting designs in the Hindu tradition. Generally, however, opportunities to enrich the quality of pupils' work by working with resident artists or outside art agencies have yet to be developed.

97. The subject is now co-ordinated by a teacher with a background and training in art. Opportunities are being created to enable the monitoring and evaluating of subject standards and follow-up staff training

DESIGN AND TECHNOLOGY

98. The quality of design and technology work produced by pupils of all ages at the school is in line with expectations. Pupils demonstrate a range of skills and confidence to support both their designing and making work. The limited time now available for the subject is giving the design work greater importance than the more time consuming making activities.

99. Pupils follow instructions attentively and work with diligence and care especially in work such as preparing food for salads, when health and safety is paramount. When set design challenges pupils are well able to develop a range of imaginative ideas. Key Stage 2 pupils produced an ambitious range of designs for moving monsters controlled by a pneumatic system that inflated and deflated a balloon. Their design sheets included some revealing and astute evaluations about the success and quality of their own work. Older pupils produced some innovative and original ideas for different types of musical instruments made from recycled and resistant materials. Younger pupils were able to adapt given ideas for packaging a fictitious range of mint sweets; having developed decorative graphics for their own design they produced well-cut and constructed models. Some of the graphic designs were exceedingly cluttered and therefore ineffective. All would have benefited from some early guidance in using bold features and strong colour schemes. Only the few successful graphic solutions had included these features.

100. The design and technology teaching seen during the inspection ranged from satisfactory to good. Teachers are comfortable using work from the national scheme of work. They select from the units of work and modify to fit in with existing plans or topics used by the school. They give clear guidance to pupils, insist on the use of correct vocabulary in pupil discussions and set high standards for precision and fit. They intervene well to support and challenge pupils and they make good use of pupils to share the outcomes of self-assessment and evaluations when emphasising learning points.

101. The teachers planning covers work in the full range of materials including food, textiles, resistant materials, graphics and clay but the limited time available for the subject is leading to work being concentrated on either the designing activities or making if projects are to be completed in time. Formal assessment procedures are still underdeveloped in the subject, with very little use made of recording pupil's strengths and weaknesses to carry forward to planning in subsequent projects. The subject co-ordinator has been involved in policy revision and the introduction of the recommended scheme of work. Opportunities are planned, but not yet happening, for her to be involved in sampling work and observing lessons to help monitor and evaluate standards in the subject.

102. In recent years the school has moved away from using a room dedicated to practical work, to classroom based design and technology activities. They have reorganised resources accordingly to ensure they are well used, easily accessed and regularly upgraded or modified. Overall standards in this area of the curriculum have been maintained since the last inspection.

GEOGRAPHY AND HISTORY

103. A limited evidence base for these two subjects was available. Only one lesson observation was possible in geography and none in history. Discussion took place with the co-ordinator and pupils' work from their books and display was scrutinised. On the basis of this evidence standards in geography and history at the end of both Key Stage 1 and Key Stage 2 are similar to those in most schools.

104. In geography, pupils become aware that the world extends beyond their own locality. They begin to understand how the world is represented on maps and can locate the countries of the United Kingdom. They know that climates vary across the world and that weather has an effect on people and their lives for example work on Africa. They can use a simple letter and number grid reference system to locate a place on a map and learn some geographical vocabulary such as island, forest, and desert. Pupils participate in a variety of planned visits such as the Dean Study Centre and Weston Super Mare.

105. Pupils make satisfactory progress in relation to prior attainment. They develop an

understanding of the existence of the wider world and its contrasting features. From using positional and locational language such as next to, above, below, left and right, pupils progress to using simple maps and plans. Pupils' ability to discuss their own experiences and make observations is often restricted by their level of language development and limited vocabulary. However they respond well, generally listen attentively and show interest in the topics being discussed and the tasks set.

106. The one lesson observed in geography was unsatisfactory because the planning was overambitious and there was little recognition of pupils' differing levels of attainment.

107. In history, pupils can recognise changes in their own lives and those of their families and appreciate that lifestyles have changed. They know about some aspects of everyday life in Britain before living memory, such as the Second World War and life in the sixties. They have become familiar with the lives of several famous people, for example Florence Nightingale. Pupils begin to develop a sense of chronology by sequencing events and objects and re-telling stories. They are beginning to be able to identify and appreciate similarities and differences between current lifestyles and those of the past. Links are made to other curriculum areas, for example the artwork with the Tudor study.

108. Pupils make satisfactory progress in learning history, in relation to prior attainment. From focusing on themselves in the reception year pupils extend their experience and understanding of historical change by considering, for example, the invention of the aeroplane. Pupils respond well to history. Their level of understanding is sometimes better represented by their drawings than their written accounts. Both geography and history could be used more effectively as a context for developing pupils' writing.

109. There are good policies for both these subjects, and the schemes of work are soundly based on QCA guidelines. Assessments are made at the end of each year. Resources are satisfactory. Resources to support the development of geographical enquiry skills are well used to stimulate pupils' interest and curiosity, for example, through the study of photographs and looking around the locality, to support the development of observational skills and appropriate vocabulary. Overall standards have been maintained since the last report.

INFORMATION TECHNOLOGY

110. The standard of pupils' work across both key stages is broadly in line with national expectations. This includes the areas of control measurement and modelling that were deficient at the time of the last inspection. At the beginning of Key Stage 1 pupils are well able to use the keyboard and the mouse with care and control to produce simple line and stamp patterns, or to develop simple word sequences. By the end of Key Stage 1 pupils are reasonably confident at using some of the functions of word processing to record poems and other work. They demonstrated considerable skill when working in groups with programmable floor turtles giving instructions to seek and find hidden treasure on a Treasure Island featuring various obstacles.

111. Key Stage 2 pupils are able to use database and spreadsheet programmes for processing information and manipulating figures. They are familiar with the merits of the different ways of presenting results through graphs and piecharts, and they are able to recognise results that are reliable and those that are unreliable. The new online computers allow pupils to use the Internet in various subjects. They are confident at seeking information using search engines, key words and other protocols. Internet information was used wisely by pupils in science to help in an anatomy project and primary source information featured in a history project on the Second World War. By the age of eleven most pupils are well able to

produce pieces of work that successfully combine text and graphics and are able to use remote sensors for measuring temperature in experiments.

112. Pupils with special educational needs also make good use of computers to support their learning such as the CD-ROM 'Unit of Sound' to reinforce word building with particular sound groupings. Higher attaining pupils are not provided with opportunities to use IT to embark on more ambitious open-ended research or to manipulate very complex problems.

113. Teachers now use the recently published national scheme of work as the basis of their planning. They modify the work to suit the prior knowledge of their pupils and to fit into the existing class projects. They usually match the work well to the pupil's ability but quickly modify if the response is faltering. There are no strategies as yet to recognise the IT skills that pupils bring in from home access. Teachers have good relationships with whole class groups as well as individuals; they give clear and concise instructions, use various questioning techniques to ensure pupil progress and are quick to use analogies to help pupils understand complex ideas. Teacher confidence and IT skills have developed sufficiently since the last inspection to ensure classroom based IT is a feature of many lessons, and IT features strongly in many lively classroom displays. The co-ordinator has plans to correct any shortfalls in staff expertise with lottery funded training, for which she has already embarked upon training as a school mentor.

114. The adoption of the units of work from the national guidance materials now ensures full coverage of the National Curriculum requirements. The newly appointed co-ordinator has trialled an ambitious assessment and recording scheme that uses classroom assistants to keep up detailed individual records. Adopting this with all classes for all pupils will aid progression and continuity and eventually raise standards.

115. The school has made good use of National Grid for Learning money to update the school computers including strategically located stations with online access to the Internet etc. Alternative sources of funding have been used to acquire a good range of software and programmes.

MUSIC

116. By the age of eleven pupils' knowledge of music and singing skills are about average. No instrumental work was observed and, therefore, judgements about performance cannot be made. Standards could not be judged at the age of seven because it was only possible to observe one lesson in the key stage in the reception and Year1 class.

117. Pupils in reception and Year 1 compose tunes linked to well known stories, for example, 'The Hungry Caterpillar'. Because the quality of teaching is good pupils follow and repeat rhythms and compose simple accompaniments to each verse with percussion instruments. They are eager and confident to perform, and co-operate well in small groups. They enthusiastically explore the range of sounds that can be made by varying the way the instruments are played and following the very clear directions of the teacher each group perform in turn while singing a verse.

118. In Key Stage 2 pupils sing with enthusiasm. They look forward to their weekly singing lesson and behave and cooperate well. Teaching is of good quality. The teacher is skilled in singing and playing the piano and her confidence and level of expertise enables pupils to quickly refine their skills. Her personal enthusiasm and talent bring excitement and fun to learning and pupils respond well to this approach. Because she makes clear the aspects of singing which need to improve, for example clarity of diction, and demonstrates to pupils her expectations, they make good progress in the weekly lesson. In discussion, pupils identify

their favourite songs, for example from musicals such as 'Oliver' and 'Joseph and his Amazing Technicolour Dreamcoat'. They talk about their use of tuned and untuned musical instruments and understand terms such as pitch and rhythm. They look forward to recorder lessons but do not have opportunities to play a wider range of wind or stringed instruments. In discussion pupils in Years 5 and 6 expressed enjoyment of the opportunities they have to compose music, for example, linked to their work in other subjects such as the Aztecs and Theseus and the Minotaur. They perform to audiences in assemblies and when producing concerts, shared with the local community. However, pupils' knowledge and understanding of famous musicians and confidence to compare music from different cultures is less well developed. They know they have listened to music from other countries, music about fireworks, the four seasons and types of jazz but do not easily recall the names of the composers or the origins of the music.

119. In the very small amount of music observed pupils persevered to improve their performance, delighted when the expectations made of them were successfully met, for example successful two part singing to 'Close the Door'. Their interest and co-operation stems from the respect pupils have for teachers and the good choice of music to captivate both boys and girls. Even pupils with very challenging behaviour do not disturb the pace of learning for others and those with special educational needs make satisfactory progress.

120. A criticism in the last report was the lack of a structured scheme to guide teachers. This issue has been addressed and a published scheme has been introduced recently to support the teaching of music by non-specialist staff. Because of the emphasis placed on national issues, such as the implementation of the literacy and numeracy strategies music has not been a priority subject for development. Staff have not yet received the appropriate training to enable the scheme to impact fully on standards. This is a minor weakness.

121. The co-ordinator has only recently taken over responsibility for the subject and has a clear understanding of the strengths and weaknesses of current provision. He offers appropriate guidance to staff and identifies appropriately the priorities for improvement to raise standards higher.

PHYSICAL EDUCATION

122. No lessons of gymnastics were observed during the inspection, so it is not possible to make a judgement on this aspect of physical education. By the ages of seven and eleven standards in the other aspects of physical education are average and similar to those described in the previous report.

123. Because the curriculum guidance is of good quality teachers have a good understanding of what is to be taught and the time allocated to physical education is used effectively to secure progression in learning. At both key stages teachers ensure pupils have a good awareness of the need for safety when they use equipment and move in confined spaces. They know the importance of warming up and cooling down at the beginning and end of strenuous activities. Because the quality of teaching is mainly good pupils learn to control their speed and use space effectively. Pupils in Year 1 improve their accuracy in throwing a beanbag into a hoop and delight in improving their accuracy by moving further away from the hoop to direct the throw. They link movements to represent the life cycle of a caterpillar and particularly enjoy this because the teacher makes very good links to their work in English and music. A feature of good teaching is the use of specific vocabulary, which is reinforced well. This supports pupils to use a broader range of description and links are made well between the control of games skills and movements in dance.

124. The school's policy of starting swimming in Year 3 means that by the age of eleven almost all pupils can swim at least 25metres, using a range of strokes and with good regard for water safety. Pupils, including those with special educational needs, make satisfactory progress. They develop increasing control of their movements and improve their ability to work together to respond to the movements of a partner or the whole class. For example they change pace well and with teacher support dribble a ball around a series of objects. In the one lesson of outdoor games observed, pupils learned defence and attack skills and began to apply their understanding to small team work. The behaviour of a small number of boys posed a threat to pupils' health and safety and the teacher rightly concluded the lesson. Her management of behaviour was very good. A weakness in provision is the lack of support for classes that have a significant number of pupils with behavioural special needs within outdoor lessons. Although this number remains a small minority in this context they adversely affected pupils' progress because they did not have enough adult support. However, most pupils can direct a ball accurately and know the importance of moving quickly into position to receive the return from an opponent. They are enthusiastic and recognise the importance of fair play. Pupils express their pride in taking part in netball and football clubs and playing in local tournaments.

125. The co-ordinator provides good leadership. She has implemented the scheme of work effectively and supports teachers' planning. She has not yet had the opportunity to lead staff training or to monitor the quality of teaching as the subject has not been a recent priority. She has a clear view of future priorities.

RELIGIOUS EDUCATION

126. Attainment in religious education at the end of Key Stage 1 is in line with expectations set out in the locally agreed syllabus.

127. Pupils begin to develop an understanding of Christianity through learning about church as a special place and rhythms and patterns in nature. They become familiar with a number of stories from the Bible. They become aware of a number of different religious festivals and celebrations such as Christmas, Diwali and Hanukkah. They understand that religious books and symbols are important and that people worship in different places. Pupils' contributions to assemblies indicate a growing understanding of the concept of worship. They learn to reflect on their own feelings and recognise the emotions of others, particularly those of members of their family.

128. Pupils make satisfactory progress in religious education in relation to their prior attainment. They listen attentively and are able to sustain concentration and interest in their learning about different religions. Celebrations such as harvest festival and the high quality of collective worship support pupils' understanding. The level of many pupils' language development sometimes restricts their ability to express their understanding. Progress of pupils with special educational needs is satisfactory. Classroom assistants provide good additional support.

129. The high standard of pupils' behaviour and the quality of their relationships demonstrate their understanding of the purpose of rules and values and the ability to apply these to their own lives.

130. The teaching of religious education is at least satisfactory and at times it is good. Where teaching is good teachers use a variety of strategies to develop children's understanding such as using religious artefacts. They encourage pupils to develop a sense of awe by the sensitive way in which aspects of other religions are introduced to them, for example, the Torah in Year 2. Good use is made of a wider range of teaching strategies to

include visits to places of worship to enhance children's experiences and develop their understanding. Visitors, such as the Church of England vicar have also made valuable contributions.

131. There is a good policy and the co-ordinator for religious education has linked the school scheme of work to local guidelines effectively. The scheme of work is beginning to guide progression through the school. More work is to be done on developing the spiritual attainment target. There is a wide range of useful resources to support teaching.

132. Assessment information is not yet adequately used to inform short term planning, but the co-ordinator has clear plans to do so.