

INSPECTION REPORT

**NORTH ROAD COMMUNITY PRIMARY
SCHOOL**

YATE

LEA area: South Gloucestershire

Unique reference number: 109025

Headteacher: Mrs. G Anderson

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 24-27 September 2001

Inspection number: 192550

Full 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 category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: North Road
Yate
South Gloucestershire

Postcode: BS 37 7LQ

Telephone number: 01454 228398

Fax number: 01454 228398

Appropriate authority: The Governing Body

Name of chair of governors: Mr. R Lomas

Date of previous inspection: 10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered inspector	Mathematics History Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9391	Norma Ball	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How good does the school work in partnership with parents?
15409	David Whalley	Team inspector	Science Information and communication technology Art and design Design and technology	Special educational needs

23999	Catherine Davey	Team inspector	English Geography Music Religious education Foundation Stage	How good are the curricular and other opportunities? Equal opportunities
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Herringston
Dorchester
Dorset
DT2 9PU

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Road Community Primary School is situated on the northern edge of the town of Yate with 106 boys and girls from 4 to 11 years old. Most pupils come from local council and private housing and neighbouring rural areas. Unemployment is low. Some families own businesses or work in local companies and a significant proportion has low incomes just above benefit levels. The number entitled to free school meals, 8.4 percent, is below the national average. Pupils enter school in the year in which they are 5 and attend part-time up to half term. The current reception class has been in school only four weeks. Attainment on entry is below average and several children have speech and language difficulties. Thirty-seven percent are on the special educational needs register and 10 percent of these have a Statement of Special Need, which is well above the national average. Pupils are mainly from white United Kingdom heritage; mixed African Caribbean and Chinese heritages are also represented. One child speaks English fluently as an additional language. The school is small and classes from Year 1 to 6 are made up of two year groups.

HOW GOOD THE SCHOOL IS

North Road is an effective school. Standards of work seen, particularly in English, mathematics and science are at least average and often higher by Year 6. However, standards in history and geography are not high enough. From below average attainment on entry, all pupils, whatever their ability, racial heritage, social class or gender achieve well because teaching is good overall and very good in the Reception and Years 5 and 6. Standards are continuing to improve because the school tracks the pupils' achievements from Reception to Year 6, ensuring a good quality education overall. The school is friendly and calm and pupils enjoy their work. Almost all behave very well. They are responsible and helpful. Attendance is good. Leadership and management are effective and the governors, headteacher and staff work successfully as a team committed to raising standards and further improving teaching and learning. The school provides good value for money.

What the school does well

- Pupils' achievement is good particularly in English, mathematics, science and physical education, particularly swimming, and the Reception Class curriculum.
- Teaching is very good in the Reception class and Years 5 and 6.
- The leadership of the headteacher is very effective, enhancing the expertise of all staff and making significant improvements in raising standards.
- Relationships are very good, helping pupils become mature and confident learners.

What could be improved

- Standards are not high enough in history and geography.

- Not enough time is spent on subjects other than English and mathematics, and skills in these other subjects are not always systematically developed as pupils progress through the school.
- Too few opportunities are planned for pupils to apply their English and mathematics skills, and use information and communication technology as a tool for learning, in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 1997 the school has made good improvement and all the issues have been addressed. Standards in English, mathematics and science are rising and pupils' achievement is good. All groups of pupils are now being suitably challenged. Standards in most subjects have been successfully maintained, although the strong emphasis on literacy and numeracy has compromised the time spent on subjects such as design and technology, history and geography. The pupils' attitudes to learning are now good. The successful teaching has been maintained and improved in some subjects. The curriculum for children in the Reception class is now very good. Results and assessments are now effectively analysed and appropriately challenging targets set. Governors, headteacher and staff are taking effective steps to secure further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	D	D	E	Well above average A above average B
Mathematics	C	B	C	D	Average C Below average D
Science	A	A	A	A	Well below average E

The school did not perform well in the national tests in 2000 in comparison with similar schools. Results for Year 2 in reading and writing were below the national average and in the bottom five percent of similar schools. In mathematics and the teachers' assessment in science they were broadly average. The problems were related in part to the small year group, all boys, of whom several had special needs. A similar picture emerged in the Year 6 tests. Results in English were below average and mathematics was in line with the national average. Again, results did not

compare well with similar schools. By comparison, science was well above the national average and the average of similar schools. The small numbers of boys and girls in each year group make comparison about their results unreliable. The school analysed the results and worked hard to improve teaching in English, successfully raising standards in the 2001 tests. Results significantly improved in Year 6 in mathematics and English because a greater number of pupils reached the higher than average Level 5, putting the results above the national average. Results in science were outstanding with three-quarters of the pupils reaching Level 5. Results exceeded the average of schools in the local authority and the pupils achieved very well since their tests in 1998 in Year 2. The school exceeded its appropriately challenging targets for literacy and numeracy. The trend over time is similar to the rising national trend.

Attainment on entry is below average. In the work seen, by the end of the Reception Year, most children are reaching or exceeding the nationally recommended Early Learning Goals. However, their language and communication skills are lower than expected but children are on course to meet the nationally recommended goals at the end of the year. Overall standards in reading, writing, speaking, listening and mathematics are average at the end of Year 2 and average in Year 6 but a significant proportion often reaches above average standards. Any differences from the test results are related to the different abilities of the pupils. Standards in science and physical education are average in Year 2 and above average in Year 6, particularly in swimming. The pupils' achievement is good throughout the school considering the below average starting point. Standards in design and technology are often high and pupils' achievement in art and design is satisfactory. However, standards in history and geography decline after Year 2 and by Year 6 pupils do not achieve as well as they could and standards are not high enough because they are not covering enough work. Standards in information and communication technology, music and religious education are satisfactory and pupils' achievement is appropriate.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Good: the vast majority of pupils are courteous and polite. Silly behaviour from a few pupils in Years 3 and 4 interrupts the teacher and affects some pupils' learning.
Personal development and relationships	Very good and one of the school's strengths; Pupils relate very well to each other and to adults. They willingly undertake responsibilities.
Attendance	Good: very little unauthorised absence and lessons start punctually.

Overall, the attitude, behaviour and personal development of pupils make a positive contribution to their learning and achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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.

The quality of teaching is good and pupils learn effectively. Teaching is satisfactory or better in all but one of the 32 lessons seen and good or better in approximately seven in ten lessons. Teaching in the Reception and Years 5 and 6 is very good and it is good in all other year groups. The school meets the needs of different groups of pupils well and pupils with special educational needs learn effectively because they are taught well. In English and mathematics lessons work is carefully adapted to meet their learning needs, including them in all activities. Consequently, they achieve well and work hard, sometimes struggling to get things right. The teaching of English and mathematics is good and significantly contributes to the rise in standards. Basic skills such as reading, writing, spelling and numeracy are carefully taught but there are not enough planned opportunities for pupils to practise literacy, numeracy and information and s technology in other subjects.

Teachers know how to motivate the pupils. Skilful questioning helps the pupils to think and increase their understanding of how to fathom out answers. At times in science, music, history and geography, pupils all undertake similar work, which is too hard for some and too easy for others. Teachers have high expectations of pupils' behaviour and learning and they are generally managed well and behave well in lessons. The vast majority of activities are interesting and sufficiently varied

to capture the imagination of the pupils. Good relationships inspire confidence and pupils show interest and concentrate hard. Teachers know their pupils well and this contributes significantly to their achievements. Marking is sound but the marking policy is not always followed. Pupils do not have enough time to evaluate their work or the work of others in the class. The use of homework is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: requirements are met but more needs to be done to ensure a balance of time spent on each subject.
Provision for pupils with special educational needs	Very good: work in English and mathematics is very carefully planned to meet their needs but sometimes they are expected to complete the same work as others.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: provision for social and moral development is very good. Provision for spiritual and cultural development is satisfactory. Pupils learn to appreciate other cultures through assemblies, discussion, religious education and geography.
How well the school cares for its pupils	Very good: progress and behaviour are effectively monitored and child protection procedures are very good.

The school maintains effective links with parents. Annual reports of pupils' progress do not always state how work can be improved. The strong commitment to literacy and numeracy is paying dividends but the organisation of time for other subjects is in need of urgent review. A good range of learning opportunities outside the classroom, including clubs and visits, enhances the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the leadership of the headteacher is very effective. This small and successful team manages subject co-ordination and improvements efficiently.
How well the governors fulfil their responsibilities	Satisfactory: governors are very supportive and, while they rely too much on the head, they know what has to be done to further improve.
The school's evaluation of its performance	Good: Good; a broad range of analysis of results and teaching and learning helps set targets to raise standards and improve teaching.
The strategic use of resources.	Very good: the budget is effectively used to raise standards and enhance the pupils' learning and the budget is well managed.

The school is successfully applying procedures to get best value out of its resources. Administrative procedures are very efficient, enabling the headteacher to

concentrate on her complex role as headteacher and teacher very well. Very well trained staff are supported by an effective range of resources. Recent improvements to the accommodation are beneficial but there is a serious lack of storage space for resources and equipment and it is hard for staff to keep the school tidy.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school helps their child progress. • The good behaviour, teaching and attendance certificates and that older pupils help younger pupils. • The leadership and management and the way the school helps pupils to become mature and work hard. 	<ul style="list-style-type: none"> • The too much or inconsistent homework. • Some do not think there is enough extra-curricular activities.

The parents are happy with the school and particularly with the support they get from the headteacher. Inspectors support what pleases parents. Homework supports the pupils' learning and the school acknowledges the parents' concern about inconsistencies. For the number of staff and pupils, the range and quality of activities outside school are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time pupils leave the school in Year 6, they attain standards that are generally average and a significant proportion attain higher than average standards. Overall, pupils' achievement is good from a below average start. The pupils' performance in national tests is variable and, because of the small numbers in each year group, is dependent on the ability of the pupils in each class. Children's attainment on entry to school in the Reception class is below average and they do not score well in the tests undertaken during the first few weeks of school. The children have below average communication, language and literacy skills and some find it hard to work and play with other children. With very good teaching they settle quickly into school and all children's achievement is good, whatever, their ability, gender and social background, because activities are continuously challenging, expectations are high and the contribution of each child is valued. The children are on course to meet the nationally recommended Early Learning Goals in communication, language and literacy, mathematics, their knowledge and understanding of the world and their creative development by the time they leave the Reception class at the end of the year. They are on course to exceed the recommended goals for their personal, social and emotional and physical development.
2. The results of the 2000 tests for Year 2 in reading and writing were below the national average. Results in mathematics and the teachers' assessment in science were about the same as the national average. Comparisons with similar schools were unfavourable and in reading and writing they were in the bottom five percent of similar schools. The comparison using free school meals is unhelpful in this school because the number of pupils taking the test is small. Also, in 2000 the Year 2 group was all boys and several had specific difficulties in reading and writing that required special support. Results in reading and writing for 2001, despite still being below the national average, are much improved. Significantly more pupils reached the higher Level 3 than the previous year. Results in mathematics remain the same as the national average. School performance data shows that pupils' achieved well since they started school and the good teaching is having a positive impact on pupils' attainment. The school is appropriately challenging the higher attaining pupils. Results overall are still affected by the small number in the year group and the pupils who need extra help with reading and writing. They do not have time to catch up from a below average start.
3. A similar picture emerges in the Year 6 tests in 2000. Results in English remained stubbornly below average and mathematics was in line with the

national average. By comparison science was well above average. Again, comparisons with similar schools were well below average in English and below in mathematics because of the few pupils who reached the higher than average Level 5. In science results were well above the average of similar schools. Girls performed better than the boys in English but boys performed better than the girls in mathematics. This follows the national trend. However, in science girls performed better than boys, which is contrary to the national trend. The very small numbers of boys and girls in this year group mean that this comparison is not reliable.

4. The school worked hard to improve the programmes of work in English and were very well supported by the local education authority. Intensive programmes of training and positive attempts to boost the attainment of boys and high attaining pupils paid off. The results in 2001 showed significant improvement particularly in English. They are well above the national average and a far greater proportion of pupils reached the higher than average Level 5 in both English and mathematics. The 2001 results in science are outstanding and high in relation to the national average, with over three-quarters of the pupils reaching the higher Level 5. The school's analysis of the data and comparative data from the local education authority shows that the pupils' achievement from their tests in Year 2 in 1997 is above the local authority average in mathematics, well above in English and in the top 5 percent of schools in science. Girls performed better than boys in English and mathematics and the same as boys in science. Again, the small numbers of boys and girls mean that comparisons are not reliable. These results show an improvement since the previous inspection. Results are rising at broadly the same rate as the national trend.
5. Good achievement overall is the result of good teaching and the effective use teachers make of information from tests and assessments to set achievable targets for individuals and year groups. They work hard to fully include all groups of pupils in the life of the school. From a below average start, particularly in English, all groups of pupils benefit from carefully planned work. The strong commitment to raising standards by improving teaching and learning is beginning to pay dividends. Teachers know the pupils' capability well and are able to challenge them effectively, building upon what they already know and can do, often at a fast rate. Test results in Year 6 are slightly higher than the inspection findings and there is no significant difference between the attainment of boys and girls. These differences are largely due to differences in the ability of the current Year 6 and the timing of the inspection, rather than a decline in standards. School performance data shows that a proportion of the pupils still have problems with learning in English and mathematics for which they are receiving support. The school is well placed to further boost all pupils' achievement.
6. Standards in speaking and listening are below average in Year 2. Despite a good start to their learning in the Reception class, they find it difficult to find words to express themselves. Their achievement is good because teachers

value and respect their contributions in lessons and this gives them confidence. Effective questioning and use of a good range of vocabulary in Years 1 and 2 helps pupils describe what they have learned and listen carefully when adults are talking to them. Achievement is good across Key Stage 2 and pupils in Year 6 reach average standards because they have opportunities such as drama and role play and are trained to listen carefully to other children when they act as mediators in the play ground. A good example of this was in a lesson in the Year 5 and 6 class, when pupils performed their own interpretation of an excerpt from Macbeth.

7. Pupils' achievement in reading is good because teachers provide frequent opportunities for them to practise their skills. Standards are average by the end of Year 2 and at least average and sometimes above average by the end of Year 6. Letter sounds are well taught and pupils use them to read unfamiliar words. In Year 2, pupils read more complex books accurately, sometimes with expression, and observe punctuation to make sense of their reading. Achievement is good across Key Stage 2. By Year 6, pupils are developing their ability to use text as a source of information and ideas. They make dramatic interpretations as they read plays such as Macbeth. The school's analysis of test results has brought about an improvement in the quality and range of literature for boys. As a result, boys' attitudes to reading have considerably improved.
8. All pupils achieve well in writing to reach standards that are at least satisfactory and often good because teaching is generally effective. Punctuation and grammar are successfully taught and targets for improvement are set. However, these are not always rigorously checked by the teacher, to ensure that pupils are working as well towards them as they should. Pupils in Year 2 are beginning to adapt their style of writing for a range of purposes. A good example of this was the information books on animals that live in holes. Pupils in Year 6 produced informative letters of complaint and appreciation about their environment. By the end of Year 6, pupils write more complex grammatical sentences, a good range of punctuation is used and written work is well organised. In developing their style of writing to suit the purpose pupils produced dramatic headlines and wrote short punchy sentences, capturing the reader's attention from the start. However, some writing tasks are uninspiring, and not always suited to the needs of individual pupils, which at times adversely affects their achievement.
9. Overall, pupils in Year 2 and Year 6 attain average standards in numeracy and all areas of mathematics (number, algebra, shape and measures, space and data handling). Some, mainly the high attaining pupils, in each year group are reaching standards that are above average because they are given challenging work, enabling them to become confident mathematicians. Pupils' achievement is at least satisfactory and by Year 6 their work shows good achievement from the below average test results when they were in Year 2 in 1998, because they are well taught to manipulate numbers. The pupils currently in Year 2 are well on course to

reach levels expected for their age in the national tests. Sometimes low attaining pupils are not given enough support initially to help them assimilate what they have been taught and understand how to find solutions to the problems they are presented.

10. Standards in science are average at the end of Year 2 and pupils' achievement is satisfactory. Pupils achieve well across Key Stage 2 and by the end of Year 6 standards are above average. This is largely due to the rigour of teaching throughout the school, but especially in Year 5 and 6. Standards in information and communication technology are in line with expected levels at the end of Years 2 and 6, and pupils' achievement is satisfactory. By the end of Year 2, all pupils have developed an understanding of computer technology and by the end of Year 6, pupils have a greater range of computer skills but the use of computer technology to support their learning in other subjects, is still developing.
11. Standards in art and design are in line with those expected of pupils of this age and in design and technology they are often high. While pupils are able to achieve well when given the opportunity, there has been a significant reduction in the time allocated to each subject. Standards and achievement are satisfactory in music. In physical education standards are average in Year 2 and above average in Year 6, particularly in swimming. Achievement is generally good and very good in swimming because skills are systematically taught as they progress through the school. In history and geography skills are not systematically taught and consequently, pupils do not achieve as well as they could and standards are not high enough. By the end of both Year 2 and 6, pupils meet the expectations of the locally Agreed Syllabus in religious education and the achievement of all abilities is satisfactory.
12. The reasons for the improved standards and good rate of learning are the good teaching and positive attitudes of the pupils. In English, mathematics and science teachers plan a variety of tasks for the different abilities in the class. This helps pupils to achieve particularly well if they have special educational needs. Individual education plans are detailed and regularly reviewed. They show clear and specific targets and identify how they are going to help pupils. They are very well supported by learning support assistants, who help them to learn effectively. Sometimes the achievement of pupils who do not learn as quickly as others is impeded because too much is expected of them without direct and well-timed support. High attaining pupils achieve well and have very successful opportunities to work alongside other pupils of similar abilities from other local schools.
13. The school has sensibly concentrated on raising standards and achievement in English and mathematics, although this has compromised the time available for other subjects. The headteacher and co-ordinators carefully analyse results of tests and achievements. Information is successfully used to set appropriately challenging targets based on previous performance. The literacy and numeracy targets for the current

Year 6 are appropriate, although the school has exceeded its targets in the last two years because the new teaching programmes are accelerating the pupils' achievement. Appropriate targets are set for individuals and groups of pupils in each class. Effective use is made of helpful local and national data to track progress. Governors, teachers and learning support assistants have a clear idea of what has to be done to raise standards further and there is a determined commitment to improving the pupils' levels of attainment. Consequently, the school is well placed for further improvement.

Pupils' attitudes, values and personal development

14. Overall, the attitudes to school of all pupils, whatever their ability, racial heritage or social background, are good and they behave well. This is a significant improvement on the previous inspection and has a positive impact on learning and achievement. The very good teaching in the Reception class means that children make rapid gains in their personal, social and emotional development and develop the right attitude to learning from the start. They work and play happily with older children and particularly enjoy their lunchtimes, supported effectively by pupils in Year 6. Although a small group has not yet developed the skills of working with others the vast majority enjoy sharing toys and equipment. Children often take responsibility for tidying away or returning the register to the office. When their behaviour deteriorates and they become too excitable, they respond quickly to their teacher's intervention.
15. Nearly all the older boys and girls, including those with special educational needs, like school. They are enthusiastic about their work and keen to learn. In lessons, the majority listen attentively and concentrate well, settling to work quickly and trying to do their best. There are a few pupils for whom concentration is difficult, especially boys, and at times they stop work when their attention wanders. Consequently, while they respond quickly to their teachers, their attitude to work deteriorates and their progress suffers. Teachers and learning support assistants work consistently to maintain pupils' concentration, minimising disruption to the class. Pupils work well together in lessons and co-operate well in a range of activities outside the classroom including visits and sporting and musical engagements. Pupils show a genuine pride in their school. They are very good at helping each other and efficiently undertake a range of duties. For example, when setting out tables in the hall in the morning for lessons, older pupils work quickly and quietly to reorganise the tables. A very good feature of the school is the partnerships established as older pupils help younger pupils with reading activities.
16. The pupils' behaviour is good overall and retains many of the features identified by the previous inspection. Parents feel that the pupils are well behaved in and out of school. Generally, teachers set clear expectations for behaviour and pupils respond effectively. Silly behaviour in Years 3 and 4, especially amongst a few boys, sometimes distracts pupils from their work. This usually occurs because one or two boys have special needs and seek attention from other adults and pupils in lessons. The vast majority of pupils are courteous to each other and to staff and helpful to visitors. Silly behaviour does not spill out into the playground or other areas of the school. Lunch times are pleasant and sociable occasions when pupils of different ages mix amiably together in the hall and playground. There have been no exclusions and the absence of bullying and aggressive behaviour is one of the school's considerable strengths. The absence of aggressive, sexist or racist behaviour results in pupils working and playing peacefully together. Pupils in Years 5 and 6 are very good role models for others and

speak and act sensitively about other children's views, special needs and religious beliefs. For example, they are finding it hard to understand why Muslims in England are being threatened because of the tragic events in America.

17. The personal development of pupils and relationships are very good at every level in the school. All adults in the school provide good role models, showing care and courtesy in their dealings with pupils. Pupils awareness of others and respect for the feelings and values of others around them is also impressive. For example, other pupils especially carefully support one child with special physical needs in sensitive ways that contribute to his confidence and self-esteem. They show a willingness to undertake responsibilities from an early age. Through the personal, social and health education programme, which is well integrated into the teaching programme, pupils are encouraged to respect the needs of others and express their own ideas and concerns. Such opportunities as group work called 'Circle-Time' and other class discussions make a valuable contribution to the personal development of pupils. A very significant feature of the school is the peer mediation scheme. This is of great value to pupils and much appreciated and respected by the older pupils who undertake training for their role as mediators. The School Council is an active body within the school and pupils of all ages appreciate the opportunity to contribute to decisions about their school. Such initiatives make a very good contribution to the personal development of pupils.
18. Attendance is good and above the national average. The good attendance identified by the previous inspection has been maintained. There is a very small amount of unauthorised absence and authorised absence is below average. Parents are notified if the school is concerned about absence. Pupils are generally punctual at the start of the day and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is good and has a positive impact on standards, achievement and the quality of learning. The strengths identified by the previous inspection have been maintained and the proportions of satisfactory and good teaching are similar. The headteacher continues to have a significant teaching commitment. However, this was reduced to teaching mathematics during the inspection because pupils in the Reception class usually shared by the headteacher and the current part-time teacher are in school for half time only.
20. Teaching was satisfactory or better in all but one of the 32 lessons and good or better in approximately seven in ten. One lesson in ten observed was very good. Teaching in the Reception class and the mixed Years 5 and 6 class is a strength of the school. In the Reception class teaching is very good and this helps children to learn quickly and settle effectively into the

routines of school. Provision is very effective and improved since the previous inspection. The learning support assistant works very well with the teacher with high expectations, constantly encouraging the children to be confident about what they can achieve. Consequently the pupils are happy and well prepared to start work on the Programmes of Study of Key Stage 1.

21. In Years 5 and 6, teaching is also very good and has a considerable impact on standards and pupils' attainment, preparing them well for their last year in school. In the Year 1 and 2 class and the Year 3 and 4 class, teaching is good. The teaching of English and mathematics is effective and significantly contributes to the rise in standards. Basic skills such as reading writing, spelling and numeracy are carefully taught and this has improved with very effective training and support. This enables all pupils-boys and girls, those with special educational needs and high attaining pupils-to achieve well by the time they leave the school. Literacy lessons are generally well planned, although sometimes, the Individual Education Plans of pupils with special educational needs are not sufficiently defined. Numeracy lessons are well taught and pupils are made to think and learn different strategies for working out mathematical problems. The good relationship teachers have with pupils inspires confidence and consequently, they show interest and concentrate hard. As a result pupils put a great deal of effort into their activities such as working out a mathematics grid of numbers or learning passages from Macbeth. However, planned opportunities for pupils to apply their literacy and numeracy skills to other subjects such as science, history and geography are not as well developed as they could be.
22. Teaching in science is good overall. All teachers know their pupils well and work conscientiously to provide suitable learning opportunities. While planning in science is detailed in Years 1 and 2, it does not always identify what pupils of different abilities should learn. In some lessons, this results in high attaining pupils not being challenged enough and those with special educational needs not being given appropriate support. Although It was only possible to observe two lessons in information and communication technology, the impact of teaching is satisfactory and teachers are currently involved in a training programme to further develop their skills and knowledge. However, information and communication technology is not yet used consistently to support teaching and learning in other subjects such as English, mathematics science or physical education.
23. Teaching is good in physical education and swimming is taught very well, challenging pupils to the extent of their capability. Consequently, they learn at a good physical pace and reach a good standard of stroke and speed by the time they are in Year 6. Teaching is satisfactory in art and design but it is not possible to judge teaching in history, geography, design and technology music and religious education because very few lessons were planned to take place during the inspection. With the strong and appropriate emphasis on improving teaching in English and mathematics,

the time spent teaching other subjects such as art, design and technology, music, history and geography has been reduced. As a result, pupils are not learning key skills in a logical and systematic way and in history and geography the pupils are not learning enough. The school recognises this and has appropriate plans in place to ensure a more balanced teaching programme across subjects.

24. Overall, the school meets the needs of different groups of pupils well, whatever their gender, racial heritage, ability or social background. Those pupils with special educational needs learn effectively because they are taught well within lessons and when withdrawn for specialist teaching. In most English and mathematics lessons teachers adapt work carefully to meet their learning needs, including them in all activities. Consequently, they are achieving well and work hard. They sometimes struggle to get things right. For example, in one numeracy lesson with pupils in Year 5, the teacher was careful to question the low attaining pupils carefully as she taught the class. This inspired them with confidence and they settled happily to the good quality tasks planned for them. However, they took a long time to see patterns in their multiplication and division, struggling to get it right. This was challenging for them but they concentrated hard and were pleased with their successes. Although teachers usually plan work carefully in English, sometimes the targets set on Individual Education Plans are not clearly defined in lesson planning. Support staff are well informed and make a very valuable contribution to the teaching of literacy and numeracy, although very occasionally their skills are not directed to where there is most need. Consequently, their support is directed to solving individual problems and opportunities to reinforce what small groups of pupils have been taught are missed. High attaining pupils are successfully taught and enjoy the challenges presented to them. They are keen and interested and work quickly.
25. Teachers generally have good knowledge and understanding of the subjects they teach and know how to motivate the pupils. This enhances the quality of learning and challenges pupils to work at a good pace. For example, in the Reception class the teacher and the learning support assistant know how to promote learning and stimulate the interest of the children. Talking about old and new Teddies enthralled the children and the imaginative use of songs and rhymes helps them to learn to enjoy counting. Teachers' effective subject knowledge of literacy and numeracy results in the pupils acquiring new skills and consolidating their knowledge. One good example of this was in a history lesson in the Year 3 and 4 class, when the pupils were finding out about Boudica. The teacher skilfully used innovative methods to promote the pupils' interest in understanding that different sources of information in history can say conflicting things. The teacher's knowledge of test results led to improvements in the quality and range of literature for boys. As a result, boys are more interested in reading and keen to talk about their books. However, although subject knowledge in science in Years 1 and 2 is adequate there are deficiencies that sometimes confuse pupils. All teachers have been receiving good quality training in

information and communication technology to enhance their expertise. In the one lesson seen this good subject knowledge was used effectively to provide rich learning opportunities for the pupils. The teacher's enthusiasm also rubbed off on the pupils. They were keen to learn and enthusiastic about what they were doing. However, information and communication technology is not yet systematically used as a tool for learning in each subject. Once the training for teachers has been completed, the impact on teaching and learning is likely to be very positive.

26. Teachers have high expectations of pupils' behaviour and learning and this commands respect from the vast majority of them. Challenging activities are particular strengths of teaching in the Reception class and the Year 5 and 6 class. In the reception class, the frequent, well-planned opportunities for children to co-operate with others indicate that the teacher and the learning support assistant expect that the children will share and take turns. Time for reflection and prayer evokes a feeling of reverence and calm. In a Year 6 swimming lesson both the teacher and the instructor challenged the pupils intellectually and physically. Consequently, they worked very hard to improve their strokes and speed, pushing themselves to the limit. In mathematics teachers know what probing questions to ask. A simple question to Year 6, 'What can you tell me about the numbers on this grid?' led to some lively interest and even low attaining pupils were confident enough to put their ideas forward. Following skilful questioning, the teacher used the pupils' ideas to challenge the high attaining pupils to increase their understanding of their mathematical knowledge to fathom out an answer. Equally challenging work is planned in English and mathematics to meet carefully match the different ability of the pupils in each class. At times, for example in science, music, history or geography, pupils are expected to undertake similar work and this sometimes means that either the low attaining pupils struggle or work is too easy for high attaining pupils.
27. Pupils are generally managed well and consequently they behave well in lessons. Teachers expect to be listened to and in turn listen to and value what the pupils have to say. Clear boundaries are usually set, although a small minority of boys in the Year 3 and 4 class have challenging behaviour that interrupts the continuity of some lessons. They tend to respond positively to the teacher but some silly behaviour affects the learning of other children. A broader range of management strategies should be explored to help the teacher establish clear boundaries of what is acceptable behaviour and what is unacceptable. The vast majority of activities are interesting and sufficiently varied to capture the imagination of the pupils. For example, pupils in Year 1 enjoyed bundling up batches of ten straws when finding out about place value. Pupils in Year 3 and 4 were enthralled by comparing their drawings of a Roman queen with the descriptions of Queen Boudica. The innovative techniques of the advisory teacher for music captured the interest of the boys in Years 3 and 4 as they adapted body sounds to match rhythms, quickly learning when to start and

stop. Group work is being effectively developed in each class and pupils confidently share ideas.

28. Teachers know their pupils well and on-going assessment contributes significantly to the pupils' achievements. This is a particular strength in literacy and numeracy lessons. In one mathematics lesson in Year 6, the teacher realised that the pupils had not completely grasped what she had taught. The next day she sensibly abandoned her planned lesson to reinforce the previous day's work. Marking is sound overall and some marking is helpful to pupils, encouraging their efforts. Very little marking is evaluative, particularly in subjects other than mathematics and English. Teachers do not always follow the procedures agreed in the marking policy. There is little evidence to show that pupils are given time to read the comments teachers make on their work. While teachers often review lessons to check the pupils' understanding or reinforce what has been taught, pupils do not have enough time to evaluate their work or the work of others in the class. In physical education, for example, effective teaching would improve further if pupils were encouraged to evaluate their performances and modify and improve their skills. The use of homework to support the pupils' learning is good. Pupils take home books to read, spellings to learn and when they are older they have specific English and mathematics tasks. The school makes appropriate provision for pupils who are not able to do their homework at home. Some parents feel that there is too much homework and feel that their children should do other things at home, while others feel that homework is about right.

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

29. The range of learning opportunities is good in the Reception class and satisfactory from Years 1 to 6. This indicates that the quality of the curriculum has been maintained since the last inspection, although the areas of learning in the Reception class have improved. The strong commitment to raising standards by improving the quality of teaching and learning in literacy and numeracy is paying dividends. The school meets the requirements of the National Curriculum, and the locally Agreed Syllabus for religious education. Policies and schemes of work are in place for sex and drugs education. Curriculum plans are reviewed regularly to ensure all pupils have equal access and opportunity. For example, reading material aimed at improving the attitude of boys to reading was put in place following such a review and analysis of reading.
30. The very good strategies for the delivery of personal, health and social education have brought about a major improvement in pupils' attitudes to work and behaviour in lessons, which are now generally good. This marks an improvement since the previous inspection. The sensitive approach to the provision for personal development together with the fostering of very good relationships represents major strengths. This plays a significant role

in developing pupils' understanding of their role as good citizens in society. As an example, the Year 5 and 6 class pupils explore the issues associated with conflict when deciding on the qualities of a good mediator. A member of each year group is represented on the School Council. They take responsibility for liaising with their peers in making decisions about issues such as school meals, playground safety, and fund raising.

31. The curriculum is generally broad and relevant and the time allocation for literacy and numeracy is very generous. Nevertheless the organisation of time to enable pupils to learn skills systematically and continuously in subjects other than English and mathematics is in need of urgent review. For example, religious education for pupils in Years 1 and 2 is delivered in daily ten-minute slots, along with personal, social and health education. As a result, class lessons do not provide sufficient time for topics to be explored to an appropriate depth. Subjects such as history, art and music are taught in units. Sometimes, there are long gaps between units and teaching programmes, for example in History, Geography and Design Technology. Consequently, some pupils forget the skills and knowledge they have previously learned. The time allocation for science at Key Stage 1 is too low and prevents pupils from achieving their full potential.
32. Although the strategies for teaching literacy and numeracy are good, whole school planning aimed at enhancing and capitalising on pupils' literacy and numeracy skills in other subjects is not as well developed as it could be. The information and communication technology curriculum meets requirements and the school is currently undertaking intensive training to update teachers' skills and develop the learning opportunities. As yet information and communication technology is not sufficiently used as a tool for learning in other subjects.
33. The provision for children in the Foundation Stage of learning in Reception is very good and is firmly based on the specified areas of learning for children of this age. Children receive very good support from the class teacher and support assistant. Both contribute to planning; as a result expectations are consistently high. There is a very good balance between adult initiated activities, purposeful play and whole class and group work.
34. The provision for pupils with special educational needs is very good. Individual Education Plans are detailed and regularly reviewed. They show clear and specific targets and identify how they are going to help pupils. The support teacher withdraws individual pupils on a regular basis to help with their specific learning difficulties. The work of the learning support assistants is of a very high quality. They work closely with the class teachers and are aware of the needs of the pupils in their care. This has a very positive impact on the quality of learning for pupils with special educational needs, especially in key areas of literacy and numeracy. Occasionally the level of support is less effective when teachers expect pupils to complete the same work as others without regard for their special needs.

35. The school provides a good range of extra curricular activities, some of which are seasonal, such as country dancing for Years 1 and 2 in the summer. There is a good range of competitive sports, such as football, rugby and netball, and recorder classes are a feature of the provision. Residential visits, including those to Wales and the Isle of Wight, as well as those within the local community, further enrich pupils' learning. Visitors to the school have included authors, musicians, and theatre companies. The music curriculum is greatly enhanced by the visits of the specialist teacher for brass as well as the local authority advisory teacher.
36. The contribution of the community to pupils' learning is good. The school has formed good relationships with a local hotel, which is assisting with a design and technology project. Pupils visit local churches and sing carols to which the local community is invited. Retired people from the local community come into school and share their experiences with pupils, helping them learn. Links have been forged with the wider community such as those with Austria, Italy and Gambia, sometimes through the successful use of the Internet.
37. Very constructive relationships have been fostered with other schools. These include the sharing of resources and expertise. High attaining pupils have successful opportunities to work with others of similar abilities across the local schools group. Pupils combine their singing talents when they perform at a local concert hall. As they become proficient, brass players join a band comprised of pupils from other schools. Good contacts have been established with local secondary schools and pupils are well prepared for transfer to their new school.
38. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The provision for pupils' spiritual development is satisfactory. The school meets the requirements for a daily act of worship. In school and class assemblies pupils are given appropriate opportunities to reflect and consider others. For example, in a class assembly for pupils in Years 1 and 2, pupils were encouraged to think about the literal and spiritual meaning of an angel, relating the term to their own lives. In religious education lessons pupils learn about Christian beliefs and about other major world religions.
39. The provision for pupils' social development is very successful. The quality of relationships throughout the school is very good and forms the foundation for developing a strong school community. These very good relationships have a positive effect both on pupils' attitudes to school and work, and also on the standards they achieve. Good opportunities are provided for collaborative work. In a Year 5 and 6 music lesson, for example, the pupils were expected to work together to compose their own music. Both pupils and teacher understood that a high degree of collaboration was necessary and expected. This type of classroom activity, which extends throughout the curriculum, promotes an ability to show

respect and regard to others. The school has successfully introduced a peer mediation system with the older pupils. This provides very good opportunities for pupils to empathise with others and reflect on their own situation. Responsibility is well developed by a strong culture in which older pupils regularly help younger ones. For example, in the dining room, the oldest pupils help the very youngest children to get and eat their dinner. This ethos of co-operation and help permeates the school. Pupils are keen and willing to help their teachers with tasks. In the playground there is very good interaction between pupils of all ages.

40. The provision for pupils' moral development is very good. The school is a well-ordered place. All adults in the school are good role models for the pupils. The headteacher and her staff value the contribution pupils make and consequently they are polite and courteous. Teachers provide many opportunities for pupils to develop a strong moral awareness: stories, discussion and, in Years 5 and 6 discussions about events in the daily newspaper that affect the lives of others. For example, the pupils described their concerns about moral issues such as the terrorist attacks in America and the harassment of Muslims in England. The school aims, that stress the need to help pupils distinguish between right and wrong, are fulfilled. The behaviour policy, to which all staff adhere, emphasises the importance of pupils understanding the effects of their actions on others. Each class develops their own rules and code of conduct, in addition to the overall school rules. Pupils are taught how to care for each other the environment and people worse off than themselves. For example, they raise money for charity, including a school in Gambia. Parents are very happy with the moral values the school promotes.
41. The provision for pupils' cultural development is sound overall. Pupils learn about their own culture through involvement with the local community. A whole school study of a local hotel, for example, provides both rich learning opportunities and also develops an awareness of local history and culture. Visits to school by parents, local church groups, authors and theatre groups provide more good opportunities for pupils to develop an awareness of their culture. The religious education curriculum enhances their knowledge and understanding of other world religions such as Islam. Through sensitive discussions in assemblies and subjects such as geography, pupils find out about the lives of people from other races and ethnic backgrounds. Pupils are developing an appreciation of cultural diversity. This has a positive impact on pupils' attitudes and values and there is no racism in the school. Displays of toys from other countries captivated their imaginations. The school has not yet capitalised on the resources and cultural diversity of the neighbouring city of Bristol. A good link with a school in Italy and Austria has enabled pupils to find out about lives in communities in other countries. The positive and useful link with the Gambia could be more fully exploited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The governors, headteacher and staff are totally committed to taking very good care of all pupils. The procedures for child protection and ensuring pupils' welfare are very good. This marks an improvement since the previous inspection. Procedures for promoting good behaviour and eliminating oppressive behaviour are successful. Clear improvement has been made in monitoring and promoting academic performance and the educational and personal support provided by the school are effective. Pupils with special educational needs are carefully monitored. The school knows its pupils well and while the procedures for monitoring the pupils' personal development are good; they are informal and very little is recorded. The support and guidance has a positive effect on achievement and their academic, personal and physical development and well being. The vast majority of parents value the support given to their children.
43. Child protection procedures are very good and the school is successful in ensuring the welfare of its pupils. These considerable strengths have been improved since the last inspection. The designated person, the headteacher, is suitably trained and very experienced. She has ensured that the staff are appropriately trained and they are aware of the procedures and their importance. There is good liaison with local protection agencies. The provision for pupils' welfare is very good and teachers, learning support assistants and older pupils through the peer mediation system are always to hand if a child needs support or comfort.
44. The school provides a very caring environment in which all pupils are valued. There is good first aid provision and further staff training is planned. The accident book is appropriately well maintained and procedures for reporting accidents to parents and governors are effective. Pupils are well supervised and they feel that the school is safe and secure. Very good use is made of outside agencies such as the educational psychologist, nurse and the educational welfare services when required. The headteacher and a relevant governor have instigated a detailed report following a review and check of health and safety procedures. All electrical and fire fighting equipment is appropriately tested.
45. The procedures for assessing pupils' attainment and progress are good and significantly improved since the previous inspection. When children enter the Reception, teachers make a very detailed assessment and use it successfully as a helpful basis for tracking progress. The information is also very effectively used to inform the teacher's planning and enhance the quality of learning in the Reception class. A further assessment of progress later in the school year helps to inform the next teacher about the progress in learning made by each child. Throughout the school teachers regularly assess pupils' progress in a broad range of ways. Assessments, reading and spelling tests, optional tests in Years 3, 4 and 5 and the national tests enable teachers to effectively target their teaching to improve key skills.

Results are carefully analysed to identify areas for further development in the curriculum. The effective analysis of test data has been well used to target resources and to raise standards in literacy and numeracy. Teachers keep detailed records of pupils' progress. Regular collections of pupils' work, in 'Day 1 Books' effectively show the progress made by pupils over a long period. Some of the samples of work in these books are more valid than others because they indicate only a superficial interpretation of curriculum targets. The successful way assessment informs planning in English and mathematics has not yet been extended to other subjects and this sometimes adversely affects the learning of high and low attaining pupils.

46. Procedures for monitoring and improving attendance are satisfactory. The school has good attendance and enjoys a good working relationship with the Education Welfare Officer to follow up on any concerns about attendance that may arise from time to time. Monitoring of behaviour through the behaviour policy and through records kept of the few incidents of poor behaviour is successful. The behaviour policy is clear and consistently applied within the school. Pupils are very aware that bullying, racism and oppressive behaviour are unacceptable and know that they should report any worries they have to staff. Procedures for monitoring and eliminating oppressive behaviour are good and no incidents were observed during the inspection as pupils worked and played happily together.
47. Procedures for monitoring and supporting pupils' personal development, although largely informal, are nevertheless good. All teachers have a high commitment to pastoral care and the head teacher provides very effective leadership. The staff know the pupils well and value each child's contribution. This is helpful and used effectively to support them. Those pupils with special educational needs are generally very well supported, whatever their physical or educational needs. On occasions they are expected to complete the same work as others and it is sometimes too challenging for them. Teachers provide effective support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they have, knowing they will be dealt with sympathetically.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has maintained the effective links with parents identified by the previous inspection. It has the confidence of all the communities and works consistently to involve them fully in their children's education. Regular helpful information is sent home to keep parents well informed about the work that their children will be doing. The quality of information, particularly on their children's progress, is satisfactory. A minority of parents feels that they are not kept well informed about their child's progress. Parents are invited to attend two meetings with class teachers each year to discuss their child's progress. In addition, there are special meetings on national

tests for parents of pupils in Year 2 and Year 6 and curriculum meetings to keep parents informed about specific subjects. The annual reports of pupils' progress are clear and well structured and provide parents with a clear picture of the work their child has done. The reports are less successful in stating how work can be improved. The annual governors' report to parents does not contain information on staff development, or on the election of parent governors. Information on special educational needs and provision for disabled pupils does not contain enough detail.

49. The parents' view of the school is generally good. Parents appreciate the progress their children make and feel that teaching standards are good. They feel confident to approach the school if they have questions or concerns and they feel that the school works closely with them. Parents of pupils with special educational needs are kept well informed of their children's learning difficulties and progress. Regular meetings to discuss Individual Education Plans and targets complement the annual reviews. Information for new parents is clear and helpful. The induction programme for new pupils in the Reception class is sensitive and well structured to help parents and their children settle into school. A significant proportion of parents feels that there are not enough interesting activities for pupils outside lessons. Considering the small number of staff available, a good range of activities is provided.
50. Parents make a satisfactory contribution to learning at school and at home. Many provide active support for their children when they do their homework. A significant minority feels that there is too much homework, while others feel that the amount is just right. The school invites parents to a range of events to share experiences with their children. The Friends of the School Association provide a valuable dimension to the school and through their committed fundraising activities they have made a significant practical contribution to the resources of the school. Parents also make a positive and practical contribution to maintaining the school with regular maintenance parties providing labour and even some resources and equipment for their work. A limited number of parents help in the school on a regular basis and their contribution is valued. Overall the impact of parents involvement on the work of the school is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management are good. The strengths identified by the previous inspection have been maintained and there have been several important improvements. These have been related to the way the school analyses its performance and consequently raises standards through setting challenging targets for improvements to teaching and achievement.
52. The leadership and management of the headteacher are very good. She is enthusiastic and committed to raising standards and has the confidence of parents, governors, staff and pupils. The headteacher is a good teacher

and an effective role model for her staff. The strong emphasis on improving pupils' achievements has led to the literacy and numeracy strategies being successfully implemented. This is largely due to effective support from the local authority and encouragement and support from the headteacher. The school knows where it is going because leadership ensures a very clear educational direction. Consequently, the teaching team is effective and works hard to improve the pupils' personal, academic and physical development. The strong sense of teamwork from the teaching and non-teaching staff creates high morale. This means that there is a calm and purposeful ethos that permeates the school and has a significant impact on the pupils' attitudes and behaviour. The aims are strongly reflected in all aspects of school life.

53. The governors fulfil their responsibilities appropriately and are very supportive of the headteacher and the school as a whole. Their role in school improvement has developed since the previous inspection. An appropriate committee structure enables them to have a sound understanding of the strengths and weaknesses of the school. Several members of the governing body visit the school to monitor teaching and learning and others are kept informed through reports and discussions with subject co-ordinators and the headteacher. This helps them to keep informed. While still relying a great deal on the headteacher, they know what has to be done to raise standards. The vast majority of the statutory requirements are met. The annual report to parents has some omissions.
54. An able special educational needs co-ordinator, working part-time, successfully manages the register. The procedures for identifying and supporting pupils are well managed. As a result, the provision is well targeted to the needs of the pupils and their achievement is good.
55. This small teaching staff has a range of responsibilities. Key roles for the Foundation Stage, English, mathematics and science are well developed. The co-ordination of information and communication technology is good, enabling the programme of training to update teachers' skills to have a positive impact on the curriculum. The school has appropriate plans in place to develop information and communication technology as a tool for learning in a good range of subjects. Systems for monitoring are developing well despite the headteacher's temporarily increased teaching commitment over the previous year. Co-ordination in other subjects is satisfactory, but less well-developed in history and geography. The staff generally know what they have to do to improve.
56. The school's evaluation of its performance is good. A broad range of practices is in place to monitor standards, achievement and pupils' learning, particularly in English and mathematics. The headteacher undertakes to analyse test results with the relevant co-ordinator and, when possible, evaluate teaching and pupils' work. Both teachers and pupils are set realistically challenging targets. Teachers are given helpful feedback. The school's strategy for appraisal and performance management is sound.

Planning is evaluated and the headteacher and staff analyse test results by gender and ability, providing helpful information to formulate the priorities on the school development plan and feedback about the effectiveness of the curriculum and teaching programmes. For example, concerns about the boys' reading results and their attitude towards books led to a review of books suitable for boys and gender related tasks to stimulate their interest and motivate them. The school development plan focuses on raising standards and is a very successful tool for improvement. The priorities set provide a very useful framework for development, within a small school with few staff.

57. The school makes very good strategic use of resources. It benefits from an additional fund for small schools to balance the variations in sizes of year groups that affect the budget. The budget is effectively and efficiently used to raise standards and enhance the learning of all groups of pupils. Specific grants are used very well to raise levels of achievement and improve the quality of learning for all pupils concerned. For example, the special educational needs grant is successfully targeted at those pupils with additional needs. Grants to boost pupils' attainment in English and mathematics have contributed to the rise in standards. The grant for improving teachers' subject knowledge in information and communication technology is currently being used very effectively to improve teachers' confidence and extend the use of technology. Educational priorities are effectively supported through efficient financial planning and carefully linked to spending in the school development plan.
58. Fluctuations in the budget, because of the size of the school, make the budget difficult to manage. The current budget surplus is the result of savings the school made to cushion the effects of a large year group leaving the school, and money being retrieved by the local education authority. However, in this instance, the school was given additional financial support to maintain continuity in the staff. In addition, the alterations to the building are still being completed. Funds are in the budget for furniture and resources such as the proposed improvements to the exit to a play area for children in the Reception class. The budget is well managed and financial and budgetary control is good. New technology is used effectively for finance and administration.
59. The school has a very good number of well-trained staff to meet the requirements of the curriculum in a small school. When the children in the Reception class attend full time the headteacher will share the class with a part-time member of staff. Governors have appointed a part-time teacher who has a dual role in special educational needs and, with the headteacher enabling some mathematics and English to be taught to year groups in Years 3, 4, 5, and 6, as well as in mixed age classes. This benefits the pupils by giving them age-related activities within smaller class groups. Learning support assistants form a strong team in support of special educational needs and with the teacher in support of children in the Reception class. In other areas of their work teachers do not always use

skills and abilities to the full. They tend to help individuals with resources and problems rather than work with a small group to follow up what has been taught. Very effective intensive training benefits the pupils' learning and is helping to raise standards. This effective staff development is helping the school towards completing the Investors in People Award scheme.

60. Accommodation is adequate and the recent improvements are beneficial, providing the pupils with additional larger teaching spaces. This has released a classroom to be converted into a computer suite, enabling specialist teaching to take place. The classroom for Reception children is larger and has been improved since the previous inspection. The very small playground has been slightly enlarged when an old toilet block was demolished. However, deficiencies remain. The library is situated in the hall and access is sometimes restricted by lessons. There is a serious lack of storage space throughout the main school building, resulting in difficulties of access to resources and a constant battle to keep the school tidy. Access to the field is the same as the previous inspection and the school uses the small space effectively for lessons, carefully adapting sports to the small space. While pupils perform well in sporting activities, the lack of a suitably sized field, playground and changing facilities makes implementation of the full physical education curriculum unnecessarily challenging. Good use is made of the playing field and gymnasium of the neighbouring comprehensive school and pupils use the local swimming pool for lessons.
61. The school has a good range of resources for teaching and learning. Significant investments have been made to improve the quality and range of resources for pupils in the reception class. Children are benefiting from the additional wheeled toys, books and construction apparatus. Resources for literacy and numeracy are effective and good for science, information and communication technology and religious education. There is a satisfactory range of musical instruments and tools for design and technology
62. The school is successfully applying procedures to get best value out of its resources. For example, the headteacher and staff team analyse test results and track pupils' progress in comparison with similar local schools and schools nationally. Groups of parents have been consulted about a range of issues related to improvement such as homework, the behaviour policy and the home to school agreement. Pupils' views are sought through the School Council. Governors seek ways of obtaining value for money and cost effectiveness in relation to improvements to the school site and buildings. Administrative procedures are very efficient. The school is well organised to enable the teachers to focus their efforts on the children and the headteacher on her complex teaching and leadership role. Sometimes too much bureaucracy compromises the headteacher's precious time. For example, large documents without a contents page or helpful synopsis take time to read and information from the Department for Education and Skills

often arrives late, leaving very little time for a reasoned response. The quality of education is good, standards are at least average and often above at the end of Year 6 and pupils' achievement is good. The school is continuing to improve at a good rate because of the determined commitment of the governors, headteacher and staff to raising standards and further improving teaching and learning. The school is effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To improve the effectiveness of the school further the governing body, headteacher and staff should:

1. Raise standards in history and geography by:
 - i) reviewing curriculum planning for both subjects to ensure that pupils cover enough work;
 - ii) ensuring that activities in history and geography are matched to the different abilities in the class.
 - iii) ensuring that pupils develop an understanding of how events in history and issues related to geography have an impact on their lives today;
 - iv) improving pupils' understanding of historical and geography terminology
 - v) monitoring and evaluating standards and pupils' progress.

Paragraphs: 12, 24, 32, 104-108

2. Improve the amount of time spent on subjects other than English and mathematics and ensure that skills in these subjects are systematically developed as they progress through the school by*:
 - I) analysing time spent teaching each subject;
 - II) ensuring a balance between time spent on English and mathematics and the rest of the national curriculum;
 - III) reviewing curriculum plans and development to identify when specific skills are taught and how they will be developed in each year group;
 - IV) ensuring that teachers' plans identify the skills pupils will learn or consolidate in each lesson.

Paragraphs: 12, 14, 24, 32, 98, 102, 104, 123

3. Plan opportunities for pupils to apply what they have learned in English and mathematics and use information and communication technology as a tool for learning in other subjects by:
 - i) identifying sensible links between the English and mathematics curriculum and other subjects;
 - ii) identifying how information and communication technology can support* pupils learning in all other subjects;
 - iii) review curriculum planning to identify what aspects of English and mathematics can be taught in other subjects and when.

Paragraphs: 22, 33, 80, 90, 94, 108, 125

*Shows where the school has already identified these areas for improvement.

The following minor weaknesses should also be considered for inclusion in the governors' action plan.

Ensure that the annual report to parents fully meets requirements. 48, 55

Improve marking by ensuring that teachers follow the agreed policy. 29, 82, 88

Improve the quality of reports to parents on pupils' progress. 48

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	18	9	1	0	0
Percentage	0	12	56	28	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	107
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	0

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			12
	Girls	N/A	N/A	N/A
	Total			12
Percentage of pupils at NC level 2 or above	School	69 (88)	54 (88)	92 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys		12	12
	Girls	N/A	N/A	N/A
	Total		12	12
Percentage of pupils at NC level 2 or above	School	69 (88)	92 (81)	92 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	9	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	15	15
Percentage of pupils at NC level 4 or above	School	73 (59)	100 (82)	100 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total		13	15
Percentage of pupils at NC level 4 or above	School	64 (59)	100 (82)	100 (82)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. The results of boys and girls is left blank because there were fewer than ten taking the test and assessment.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	91
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	20:1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	86.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	290145
Total expenditure	285397
Expenditure per pupil	2692
Balance brought forward from previous year	13272
Balance carried forward to next year	18020

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	32	4	5	2
My child is making good progress in school.	51	40	4	2	4
Behaviour in the school is good.	29	59	9	0	4
My child gets the right amount of work to do at home.	32	48	11	4	5
The teaching is good.	51	39	4	0	7
I am kept well informed about how my child is getting on.	45	41	11	0	4
I would feel comfortable about approaching the school with questions or a problem.	63	32	2	2	2
The school expects my child to work hard and achieve his or her best.	64	29	2	0	5
The school works closely with parents.	45	43	7	2	4
The school is well led and managed.	52	41	2	0	5
The school is helping my child become mature and responsible.	57	38	2	0	4
The school provides an interesting range of activities outside lessons.	20	46	20	9	5

Other issues raised by parents

At the meeting a significant minority of parents felt that there was too much emphasis on English and mathematics and not on the arts.
Parents were positive about the help and care given to their children, including those with special educational needs and in particular the peer mediation scheme.

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

64. Provision for children in the Foundation Stage in the reception class has improved considerably since the last inspection and is now very effective. The quality of teaching is very good and there is now a broad range of resources. Although development of the secure outdoor play is not yet completed, very successful use is made of the hall and also of the large playground to enhance children's learning experiences. The well-planned curriculum is based on the nationally recommended steps for learning for children in the Foundation Stage. Children are admitted to the reception class at the beginning of the year in which they are five years old. At the time of the inspection, fifteen children were attending part-time and had been in the school only four weeks. Attendance will become full time as the term progresses. The very good induction procedures, which include parental visits and liaison with pre-school play groups, mean that children soon feel secure, enabling them to settle quickly into their class routines. The school rightly places high emphasis on the teaching of communication, language and literacy, in order that children acquire the necessary skills to gain access to all other areas of the curriculum. They are very well prepared to start the Programmes of Study of the National Curriculum for Key Stage 1.
65. Assessment shows that most children enter school with below average attainment in all areas of learning, but particularly in communication, language and literacy. Nevertheless the current year group includes a significant minority of children whose attainment is above average. Very good teaching enables children to achieve well. Inspection evidence indicates that children in the current Foundation year are likely to achieve standards at least in line with that of a typical five-year-old and many may well exceed them. However the number of children entering the school each year is small, which results in considerable variations in attainment. All children's achievement is good regardless of ability or gender because activities are continuously challenging, expectations are high and all staff value the children's contributions in lessons.

Personal, social and emotional development

66. Very good teaching enables children to make rapid gains in their personal, social and emotional skills. This is a strength of the school and means that children develop the right attitude to learning from the start. They are on course to exceed the nationally recommended Early Learning Goals by the end of the Reception Year. There are frequent well-planned opportunities for them to co-operate, take turns and share in large and small groups. For example, children worked harmoniously when deciding which wooden

blocks were most suitable when building a bridge for their toy cars. Some children have not yet developed the skills of working with other children. In one activity, when children were making sand patterns, behaviour deteriorated and impeded their progress. Nevertheless teachers were quick to intervene and they got quickly back to work. Children often take responsibility by, for example, tidying away equipment or by taking the register to the school office. Very good teaching during a religious education lesson resulted in children identifying things that were special to them such as people, places and things. A feeling of reverence was evoked when the teacher lit a candle and the children repeated a prayer at the beginning of this lesson. They rapidly learn the importance of taking care of the world around them by planting seeds to enhance the school garden.

Communication, language and literacy

67. The children's achievement is very good in the area of communication, language and literacy. Standards are currently just below average but children are on course to reach the nationally recommended goals at the end of the year. This is a direct result of very good teaching of basic skills and well planned imaginative activities, which positively encourage children to use these skills. In one session for example, because the teacher's expectations were high, the children soon joined in with the words of a song about The Three Little Pigs and at the same time used clues from the picture to understand the story. When they first enter school a significant number of children are reluctant to use their limited range of vocabulary. Nevertheless, all adults in Reception class use resources imaginatively and very good questioning techniques make children want to take about their work. This was especially noticeable during a successful lesson when old and new teddy bears were used as an aid to developing children's understanding of history. Through careful questioning the teacher helped the children learn new vocabulary and explain their ideas. Although many children do not yet know how to handle books carefully, they delight in selecting books and attempting to read them, often using picture clues to help. Their love of books is actively fostered through the dramatic telling of stories and very well organised initiatives that encourage children to take books home. Letter formation is well taught and writing areas encourage children to practise writing. Analysis of current and past work shows that children soon learn to control mark-making tools such as pencils. By the end of the Foundation Year, they make good attempts at writing their own sentences and include some correctly spelt commonly used words, whilst at the same time employing their well developed use of the sounds letters make.

Mathematical development

68. Children enter the reception class with below expected levels of skills in all areas of mathematics and standards are currently just below average. A significant number displays little experience of using mathematical language when talking about size or quantities. Very good teaching

enables children to learn skills rapidly and apply them effectively. They are on course to meet the nationally recommended goals by the end of the Reception Year. By the end of the Reception year and the Foundation stage, they count and recognise numbers to ten and beyond, and use these to solve simple addition and subtraction problems. They sort and group objects according to size, shape and colour and use this knowledge to create repeating patterns. Imaginative use of songs and rhymes gives children early experiences of counting on and back. In one very good lesson children soon learned the concept of 'more' and 'less' because the teacher knew the subject well and made learning fun. As children selected items for their printing activity the well-informed classroom assistant reinforced and extended their knowledge of shapes at the same time. In one very good activity children were beginning to estimate realistically the number of toy elephants they could pick up in a handful. Careful rotation of activities in lessons means that all children have equal access and opportunity to learn from the various experiences on offer.

Knowledge and understanding of the world

69. Standards are broadly average. Very good teaching aimed at developing children's knowledge and understanding of the world enables all to achieve well. Teachers and other support staff work very hard to develop children's knowledge and understanding of specific vocabulary which is often at a low level when they enter school. They soon learn words associated with changes in the weather because weather forecasting is usually part of the daily routine. Words such as cloudy, windy and slippery are soon part of their vocabulary as well as invented words such as 'sprinkly' and 'squishy'. A visit to a local wood successfully extended children's knowledge of words such as rough and smooth when they felt the texture of tree trunks and leaves. Computers are easily accessible and well used and children soon become familiar with the mouse and keyboard to play mathematical and picture and word games to reinforce learning. Very good use is made of the local authority technology bus, a typical example being when children selected materials and used tools safely to make their own picture frames. The children are on course to meet the nationally recommended goals by the end of the Reception year.

Physical development

70. Standards are broadly average. Children have access to a good range of large construction and wheeled toys. These contribute to the children's very good achievement in their physical development and are an improvement since the last inspection. They steer and control bicycles with a growing awareness of the need to use space effectively, and throw and catch balls and beanbags with increasing skill. It was pleasing to see older pupils in the school actively helping younger children to improve these skills; this

accelerates learning considerably. Children are beginning to listen more carefully to instructions, and are rapidly beginning to understand the rules for keeping safe because these are well taught. Although skills in controlling tools and mark making equipment are under developed for a significant number of children, when they enter the reception class very good teaching means that they soon learn to cut, paste and draw with increasing dexterity. They are on course to exceed the nationally recommended goals by the end of the Reception year.

Creative development

71. Standards are broadly average in the children's creative development. Teaching is very good and helps pupils develop their creative ability. Consequently, children confidently select the colour of paint most suitable for their printing activity and produce patterns that fill the space on the paper. They work collectively to produce larger works, such as that of the leopard, and at the same time learn to blend colours to make different shades. Children visited the local garage then set up their own within the classroom, and happily took on the role of mechanic or customer. Because teachers set good examples children thoroughly enjoy dramatising songs and rhymes. This was particularly evident when they adopted mocking voices in their interpretations of the song 'Who's afraid of the Big Bad Wolf!' They are building up a good range of songs and nursery rhymes from memory and they often include rhythmic actions. Their confidence in performing for others is growing because of good opportunities such as that when children performed country-dances for the community. By the end of the Reception Year, children produce recognisable pictures, position facial features such as eyes, noses and ears in the right place. Their skills in drawing and painting have improved considerably and they are on course to meet the nationally recommended goals by the time they leave the Reception class.
72. Co-ordination of the Foundation Stage is very good and teaching is very successful. A major strength is, not only the very effective teamwork, but also the value and respect placed on the contributions of colleagues, children and parents. Very strong subject knowledge, together with co-operative, meaningful planning are other major strengths. The sharing of expertise is a strong feature. A good example was seen when the classroom assistant very sensitively carried out baseline assessment in an area in which she is knowledgeable and experienced. The parents rightly have high regard for the work of the Reception team and the welcome extended to parents and children each day helps children to adjust to school and approach new learning experiences happily. Teachers know children well and plan work specifically to suit their needs. Assessment procedures are very good and realistic targets are set for improvement. The co-operation of parents is expected and received at every stage and parents are kept very well informed about their own child's progress. Results of end of year tests are carefully analysed and show clearly how far the children have progressed.

ENGLISH

73. Overall, standards in English by the end of Year 6 are at least average and several pupils in the current Year 6 could exceed the national average by the end of the year. High attaining pupils are on course to reach the higher Level 5. The pupils in the current Year 2 are on course to reach average standards in speaking and listening but above average standards in reading and writing. This is due in part to good teaching and the above average number of higher attaining pupils in the year group being appropriately challenged.
74. The results of the National tests in 2000 were below the national average in Year 6 and well below the average of similar schools. Data shows that the pupils' did not make enough progress from the time they took the tests in Year 2 to Year 6. However, the group taking the tests was small and several had special educational needs in relation to English. Performance data shows that this apparent lack of progress was related to individual pupils' results rather than unsatisfactory teaching. The 2000 results for the end of Year 2 were well below the national average and when compared to similar schools came in the lowest five percent in the country in both reading and writing. This group was also small and all boys, who had entered school with specific needs in language and communication and who did not have enough time to catch up with the others before they took the test.
75. The school analysed the results in English in both year groups and new programmes of work and improved teaching and learning were successfully implemented. The results for 2001 show a significant improvement in both years. Results in Year 2 are still well below the national average in reading and writing but significantly more pupils reached the higher Level 3 because the high attaining pupils were appropriately challenged. Pupils achieved well from starting school with below average language and communication. The 2001 results in Year 6 were well above the national average. Significantly more pupils achieved the higher level 5 than the previous year. This represents an improvement since the previous inspection. Information showing how current test results compare with those of similar schools nationally is not yet available but data shows that the school results are well above the local education authority average. The school's careful analysis of pupils' performance over time shows that their attainment in English has improved since they were in Key Stage 1. However, the group of pupils taking the tests each year at both key stages is small and includes an increasing number of pupils with special educational needs, therefore results can vary considerably year on year.
76. The school's strong commitment to raising standards in English by improving the quality of teaching and learning for all, carefully analysing results and setting achievable targets is beginning to pay dividends. Teaching is now good across both key stages, enabling all groups of

pupils, including higher attaining pupils and those with special needs, to achieve well by the end of Years 2 and 6. The potential for further improvement is good.

77. Standards in speaking and listening are below average in Year 2, despite a good start to their learning in the Foundation Stage, and average in Year 6. Pupils' achievement is good throughout because teachers and other support staff build successfully on what they know and what they need to do next. Although pupils sometimes find it difficult to find the right words with which to express themselves, the value and respect shown for their contributions in lessons is enabling them to develop speaking and listening skills with confidence. This helps them listen when adults are talking to them. Pupils are carefully taught subject specific vocabulary so that their knowledge of words is increasing at a good pace. For example, during an effective religious education lesson in the Year 3 and 4 class, key words associated with a pilgrimage to Mecca were displayed and their meanings carefully explained by the teacher. Effective questioning in the mixed Year 1 and 2 class resulted in pupils describing how to make their story endings more imaginative. A very sensitive introduction in a lesson for Year 5 and 6 on personal, social and health education enabled pupils define the qualities needed to be a good mediator. Drama and role-play are very effectively used as a tool to extend pupils' speaking and listening skills. A good example of this was in a very successful English lesson in Year 6 when a very careful explanation enabled pupils to perform their own interpretation of an excerpt from Macbeth. Pupils across the school usually listen with concentration and question others' ideas respectfully and responsibly.
78. Standards in reading are average by the end of Year 6 and the high attaining pupils are already reaching higher than average levels in some of their work. Pupils' achievement is good because teachers provide frequent opportunities for them to practise their skills in literacy lessons. Pupils are eager to read both individually and in small or class groups. Analysis of both boys' and girls' test results has brought about an improvement in the quality and range of literature available for boys. This has considerably improved boys' attitude to reading, marking an improvement since the previous inspection. Both fiction and non-fiction texts are used in whole class and guided reading sessions, and newspapers and magazines contribute to the good range of reading material. Pupils are familiar with library classification systems and clearly enjoy their weekly visits to the school library. They are encouraged to take books home regularly and reading targets are set in home school diaries, upon which both parents and teachers comment. Because basic skills, such as the use of letter sounds, are well taught, pupils in Year 1 find out unfamiliar words when reading simple text. Meanwhile, by the end of Year 2 pupils read more complex books accurately, sometimes with expression, and observe punctuation marks in order to make sense of what they are reading. They are beginning to express opinions about their favourite authors. During an effective lesson on poetry pupils in Year 4 identified rhyming words whilst at the same time increasing their understanding of syllables. In developing

their ability to use text as a source for ideas and information pupils in Years 5 and 6 were very successfully challenged, resulting in dramatic interpretations of a passage they had read from Macbeth.

79. All pupils achieve well in writing to reach standards that are at least satisfactory and often good because teaching is generally effective. Punctuation and grammar are successfully taught and targets for improvement are set, although these are not always rigorously checked by the teacher, to ensure that pupils are working as well towards them as they should. Pupils are beginning to adapt their style of writing for a range of purposes. For example, pupils in Year 2 wrote their own information books on animals that live in holes, and pupils in Year 6 produced informative letters of complaint and appreciation about their environment. Pupils throughout the school write interesting books, which are then included in class libraries. Their writing is legible and sometimes joined and sentence connectives such as 'and' 'so' and 'but' are often used. Spelling of common words is usually correct. Even so, dictionaries and thesauruses, which provide an aid to spelling and understanding of word meanings, are not always easily accessible. By Year 6 pupils write more complex and grammatical sentences, a good range of punctuation is used and written work is well organised. In developing their style of writing to suit the purpose pupils produced dramatic headlines and wrote short punchy sentences, capturing the reader's attention from the start. While examples were seen of the use of interesting and adventurous vocabulary to enrich writing, some writing tasks are uninspiring, and some are not always suited to the needs of individual pupils, which at times adversely affects their achievement.
80. Although the school's strategy for teaching literacy is good, planned opportunities for pupils to develop writing skills in other areas of the curriculum are insufficiently developed. For example, the written work in history and geography does not always challenge pupils to do their best. The use of information and communication technology to support spelling and reading is sound. Classrooms provide a good literary environment, with captions, posters, word banks and questions to enrich pupils' experiences.
81. The school has improved the quality of teaching since the previous inspection. It is now good throughout the school, and indeed, very good teaching was observed in Year 6. The very good relationships and the value and respect placed on pupils' contributions in lessons are major strengths. This inspires pupils to behave well and try hard. Teachers have high expectations and manage pupils well. Time is used well in the literacy hour and very good use is made of an interesting range of resources, which capture the pupils' attention. Support staff are well informed and make a very valuable contribution to the teaching of literacy, although very occasionally their skills are not always directed to where there is most need. Although teachers usually plan work carefully, the targets set on Individual Education Plans for pupils with special educational needs are not always clearly defined on classroom planning. Evaluation of planning,

which defines what activities were most effective, enabling teachers to make modifications to future plans, needs further development. Pupils are given responsibilities such as that of organising their own groups during drama lessons, and homework sometimes involves independent research of topics, although this needs to be extended further to include more of the foundation subjects, such as art, music and history.

82. The leadership and management of English are good. The co-ordinators are enthusiastic and know clearly how to move the school forward. Careful monitoring and evaluation has been instrumental in raising standards across the school. Test results are analysed and predictions made on the basis of these results. This enables all boys and girls whatever their special needs, ability or background to achieve well. Under-achieving pupils are targeted for additional literacy support and the needs of the more able are now being met. Some assessments are too generous and do not truly reflect pupils' capabilities. The marking of pupils' work does not always comply with the school's guidelines. The contribution that the subject makes to pupils' spiritual, moral, social and cultural development is good. Teachers successfully capture the moods and feelings evoked through the dramatic reading of stories and poetry. Further development is needed on the use of information technology as a tool to aid learning.

MATHEMATICS

83. Overall, pupils in Year 2 and Year 6 attain average standards in numeracy and all areas of mathematics (number, algebra, shape and measures, space and data handling. Some, mainly the high attaining pupils, in each year group are reaching standards that are above average because they are given challenging work, enabling them to become confident mathematicians. The 2000 test results in Year 2 and 6 showed a similar picture, though results were below the average of similar schools because no pupil reached the higher levels. While there is no information yet to indicate comparisons between the school's performance and that of similar schools for 2001, results show improvement in the tests for both year groups. Local comparative data shows that the school results are above the average of local authority schools. More pupils reached the higher Level 5 in Year 6. The standards identified by the previous inspection have been maintained. While there are improvements, due to the improved teaching programmes, year on year variations remain because of the small number of pupils taking the tests. One pupil's marks significantly affected results. The very small number of boys and girls makes comparisons between their results unreliable.
84. The pupils' achievement is at least satisfactory from the end of the Reception Year to Year 2. They are effectively building on the knowledge and understanding of the mathematics they have learned before. Teaching is good and skills are systematically taught, enabling pupils to reach appropriate standards. Across the two classes in Key Stage 2, teaching is also successful and consequently pupils' achievement is good. In Year 6,

pupils are achieving well in relation to what they have previously learned. Their Year 2 tests results in 1998 were well below average. The school is clearly adding value to the pupils' achievements in mathematics.

85. In lessons, boys and girls appear to perform at broadly similar levels. Pupils with special educational needs are supported well and have work carefully planned for them. Consequently, they are achieving well, although they sometimes struggle to get things right in lessons. The strong emphasis on improving teaching and learning in mathematics is having a positive effect on pupils' achievement and the standards they reach. The school's very effective procedures for tracking pupils' progress enable challenging targets to be set that guide the teaching programme. For example, the school recognises that there are many more boys than girls in the mixed Year 3 and 4 class and plans are in place to boost the girls' attainment as well as to stimulate the interest of the lively boys.
86. By the end of Year 2, the pupils are able to double two-digit numbers in their heads and most of them understand how to split numbers to make them easier to add. For example, most understand that $17+3=10+7+3$ and can sequence numbers up to 100. Pupils know some of the properties of 2- and 3-dimensional shapes and use measuring instruments accurately. It is early in the school year and the current pupils in Year 2 are well on course to reach levels expected for their age. Many will go beyond those expectations. By the end of Year 6, pupils are well taught and can manipulate numbers. They are confidently developing strategies to round numbers up or down to find answers to addition sums such as 25×50 . For example, the pupils quickly realised that by multiplying 25 by 100 and halving the answer they could solve the problem. The opportunity to work as a year group is beneficial, enabling standards to be boosted effectively. In one lesson, the pupils became very excited at working out solutions to problems with a number grid and enthusiastically presented a range of interesting questions that could be asked of the grid for their homework. The least able are less secure about checking their work for answers and making sensible estimates. Sometimes they are not given enough support initially to help them assimilate what they have been taught and understand how to find solutions to the problems they are presented.
87. The quality of teaching and learning are good throughout the school. This helps the pupils effectively gain new knowledge and skills and has a positive impact on the rising standards. In the mixed Year 1 and 2 class, numeracy is made fun. In one lesson, for example, the pupils giggled with delight at the teacher's game that helped the youngest to understand how numbers build up to ten. Pupils in Year 2 consolidated their learning effectively with a very lively matching game, pairing up numbers that add to 20. They learned new skills quickly and concentrated hard to remember the numbers and win the game because the teacher had challenged them, managing their enthusiasm effectively. Teachers' knowledge and understanding of mathematics is good and consequently they know what probing questions to ask at the end of lessons to find out what pupils have

learned. In Year 5 and 6, effective mathematical strategies are taught and teachers are skilful at encouraging pupils to work on strategies of their own. The very good relationships with pupils inspire confidence. Sometimes there is not enough brisk, quick questioning to help the pupils change their thinking from activities that have gone on before the mathematics lesson. The vast majority of pupils behave well in lessons and concentrate when the teacher is talking to them. However, there are times in Years 3 and 4 where boys with special needs for challenging behaviour dominate lessons and interrupt the continuity of teaching for others. Marking is satisfactory but it is not always helpful to the pupils when teachers do not follow the marking policy.

88. Very able learning support assistants work effectively in partnership with the teachers, supporting pupils with special educational needs. Their other work in numeracy lessons is sometimes too closely linked to solving individual problems and sorting resources rather than providing support to what has been taught, thus helping low attaining pupils.
89. The school has successfully invested in training to help teachers raise standards in mathematics. Curriculum development has been carefully managed and the subject is very effectively led by the headteacher who is a knowledgeable mathematics co-ordinator. Assessment of pupils' progress is very thorough and achievement is carefully monitored, providing very helpful information about year groups and individual pupils' progress. All elements of mathematics are carefully covered. However, the pupils do not have enough opportunity to practise their numeracy skills in other subjects such as science, geography or physical education. Information and communication technology is not yet used as an effective tool for learning in mathematics, although in the Year 1 and 2 class pupils are collecting data to enter into the computer to make block graphs.

SCIENCE

90. Standards in science are average by the end of Year 2 and pupils' achievement is satisfactory. By the end of Year 6 standards are above average and the pupils achieve well. This is largely due to the rigour of teaching throughout the school, but especially in Year 5 and 6. Standards have risen since the last inspection, especially in Years 3 to 6. The results of the national tests at the end of Year 6 in 2000 were above the national average. The proportion of pupils achieving the higher Level 5 was also above the average. Results compared very favourably with those in similar schools. At the end of Year 2, the attainment of pupils based on assessments made by their teachers is also above average, especially in the area of experimental science. The results from the tests taken by pupils in 2001 are also good and local performance data shows the school results to be in the top five percent of the local authority. These statistics are based on small numbers of pupils in each year group and are not always statistically reliable.

91. By the end of Year 2, pupils have begun to develop their scientific knowledge appropriately. Nearly all of the pupils can identify the basic conditions for life. They know that animals need food to survive and that they breathe and move. They recognise and to talk about common domestic animals such as rabbits, dogs and cats. They have a basic understanding of the properties of materials and are able to classify these using very simple criteria. Pupils have started to develop simple scientific language to explain their work. Their ability to communicate what they know and can do is limited and inhibits their learning. In the opportunities that pupils have to undertake scientific investigations they are able to describe in very simple terms what they see. They are developing an understanding of how to record their observations.
92. In Years 3 to 6, pupils develop a good knowledge of scientific facts. In Year 4, for example, pupils know that some metals are attracted to magnets, but that some materials are not magnetic. They understand that seeds are an essential part of the life process for plants and they their dispersal is important. In Years 5 and 6, pupils know that some reactions are reversible, whilst others are irreversible. For example, they know that water can change to ice and back to water, but that once an egg has been boiled it cannot change back to its original state. They know how sound travels and how it is heard. Most pupils understand how to separate a solid from a liquid. Throughout the key stage, and especially in Years 5 and 6, pupils have a sound understanding of how to carry out scientific investigations. They understand how to carry out a test, making it 'fair'. They use equipment selected by the teacher and made accurate measurements. The recording of experimental investigations shows a good understanding of scientific principles. The high attaining pupils use their knowledge and understanding of scientific facts to form a sensible hypothesis when carrying out an investigation.
93. The quality of teaching is good overall. This is an improvement since the last inspection when the majority of teaching was satisfactory. In the Years 1 and 2 class teaching is satisfactory, but some teaching that was less that satisfactory was also observed. All teachers know their pupils well and work conscientiously to provide suitable learning opportunities. Whilst their planning is detailed, it sometimes fails to identify what pupils of different abilities are expected to learn. This sometimes results in the high attaining pupils not being sufficiently challenged whilst lower attaining pupils, and those with special educational needs are not given sufficient support. This has an adverse impact on the quality of learning. All teachers manage the pupils well. They establish very good relationships within the class and pupils are confident in their teacher. This enables them to learn effectively even when the lesson is not exciting. The pupils in Years 5 and 6, for example, were planning an investigation to discover what affects the germination of seeds. Although the teacher was enthusiastic and knew exactly what the pupils should learn, the lesson was over-long. Pupils became bored because there was insufficient variation in the methods used. Because of their respect for the teacher, and the very good

relationships in the class, they continued to concentrate throughout the lesson and the quality of their learning remained good. Teachers know the strengths and weaknesses of the pupils in their class. They assess what pupils know and can do, but do not take sufficient note of this knowledge when teaching. In most lessons, all pupils are given the same tasks without any modification for the needs of pupils with differing attainments. This is sometimes, but not always, appropriate and sometimes adversely affects the rate at which they learn new things.

94. The curriculum is satisfactory overall. All the elements of the National Curriculum are covered in a manner that make science relevant to the pupils. In Years 1 and 2 there is a satisfactory range of opportunities for pupils to study science. In Years 3 to 6, the range of the curriculum is good. Pupils have successful opportunities to study a wide range of aspects. Appropriately strong emphasis is given to developing practical skills through a range of investigations. Information and communication technology is not yet used effectively as a tool for learning in science.
95. The management and leadership of science are good. The science co-ordinator is an enthusiast who has a love of the subject, which is imparted to the pupils. The school has encouraged the co-ordinator to attend a very wide range of courses and conferences that have enabled her to enhance her subject expertise and develop a clear vision to develop the subject further. Although science has not been a focus for staff development, the co-ordinator has supported other teachers well and has been instrumental in maintaining high standards throughout the school.

ART AND DESIGN

96. Standards in art and design are in line with national expectations for pupils aged 7 and 11 in Years 2 and 6. The standards identified by the previous inspection have been generally maintained. By the end of Year 2 the majority of pupils are able to use a variety of materials and processes to communicate their ideas and meanings. They paint simple self-portraits selecting appropriate colours. They draw patterns and colour them in a manner that communicates feeling. The pupils at the end of Year 6 use information in a variety of ways to inform their own art. They look at the work of famous artists and use this to develop their own skills. A project based on the painting of Bacchus and Ariadne by Titian produced a good range of high quality artwork from the oldest pupils. They were able to develop themes based on a single colour, such as patterns in blue using tie-dye materials, and woven patterns using shades of blue thread. They have experience of using different media such as making clay pots as part of their Victorian project.
97. The quality of teaching seen during the inspection was satisfactory at both key stages. Teachers are keen to provide rich and meaningful artistic experiences for pupils. This term, for example, pupils have very good opportunities to develop their artistic skills through investigating the art and

design of a local hotel. Pupils in Years 3 and 4 were finding out about the patterns in floor tiles. The teacher had prepared well for the visit to the hotel and knew exactly what the pupils were expected to do. The quality of teaching and learning was adversely affected by the silly behaviour of a small but significant minority of boys. The pupils were slow to settle to work because the teacher did not remind them often enough clearly how they were expected to behave. In most lessons, teachers establish good relationships with the pupils and this helps them to be confident in art and design and have positive attitudes to their learning.

98. The quality of pupils' learning at both key stages is limited by the amount of time allocated to the subject. Whilst pupils are able to achieve well when they have opportunities to study art and design, there has been a significant reduction in the time allocated to the subject. The school has already recognised this and has started to take appropriate steps to redress the imbalance in the curriculum. Because of the limitations of time, pupils' achievements, whilst satisfactory, are impeded.
99. The curriculum for art and design is satisfactory overall, but there are weaknesses. The reduction in the amount of time devoted to the teaching of the subject has made it difficult for pupils to acquire key skills in a logical and sequential manner. The leadership and management of the subject are satisfactory. The subject co-ordinator is enthusiastic and has a clear vision for the future development of the subject. She has benefited from very good professional development that is enabling all staff to improve their expertise in the subject. All teachers recently benefited from a course at the National Gallery in London and this has already had a positive impact on standards of art and design throughout the school.

DESIGN AND TECHNOLOGY

100. During the inspection it was not possible to observe any design technology lessons. The curriculum is taught in blocked units. During the half term of the inspection there were no planned opportunities for teaching design technology and it was not therefore possible to obtain evidence from a detailed scrutiny of teachers' planning. Evidence was obtained by a scrutiny of work undertaken during the previous school year, through discussions with teachers and pupils and by a scrutiny of the school documentation. Standards are generally average and achievement is broadly satisfactory, which is similar to the judgements made by the previous inspection. However, progress is hampered by a lack of time to focus on the specific demands of the subject.
101. When pupils have opportunities to study design technology the results are of a high standard. In the Year 5 and 6 class, for example, pupils designed and made their own musical instruments. These show that pupils have developed an ability to produce a design and to make the product, in this case a musical instrument. Pupils report that they enjoy design technology. They particularly enjoy the times when the technology bus visits the school.

All pupils value these occasions and the quality of their learning is obviously good.

102. There has been a heavy emphasis on the teaching of literacy and numeracy skills throughout the school. This has resulted in a reduction in the time devoted to the teaching of design technology. A recent change in the organisation of the teaching day should enable more time to be devoted to design technology and ensure that key skills are taught in a systematic manner.

GEOGRAPHY AND HISTORY

103. As in the previous inspection, very little history and geography was observed during the inspection and it is not possible to make a judgement about teaching. From looking at the limited amount of pupils' previous work and talking to them about what they know and understand in both subjects, standards are broadly average for the age of pupils in Year 2, but not as high as they should be for pupils in Year 6. This indicates that standards have fallen since the previous inspection. This small school has invested a great deal of time in improving standards in English, mathematics and information and communication technology and neither history nor geography has been the focus of development for the last few years. Consequently, the time spent and the amount of work covered is not enough for pupils in Year 3 to Year 6. Consequently, while achievement is appropriate in Years 1 and 2, pupils do not achieve as well as they should in Years 3 to 6.
104. Pupils' knowledge about the periods of history that they have studied is satisfactory and they have a sound knowledge about the history of the local area. However, they are not able to describe the main changes within past periods, societies and people. In one good history lesson in the Year 3 and 4 class, pupils were challenged to recall what a queen in Roman times would look like. They heard two differing accounts of the appearance of Boudica. These pupils were beginning to understand that accounts of historical events and people could differ. However, in Year 6 these skills had not been sufficiently developed to enable the pupils to describe the different ways the accounts of their local history could be presented. Their recorded work in history is not sufficiently well organised with appropriate use of terms and dates.
105. It was a similar picture in geography. Pupils in Year 2 understand that a map is useful in finding your way around and they could generally describe their journey to school. They know that Yate is a town and that Bristol is a city nearby. They know the station is important and that roads are busy because several people travel to the city to work. In Year 6, the pupils mapping skills are sound. They describe the importance of protecting the environment and what is being done in the local area to reduce refuse and preserve the area. They know that there were mines in Yate and this good link with local history helps them to understand why people settled in the

town. However, their knowledge about geographical terminology was limited and they could not recall many of the facts they had learned on previous occasions. Several pupils felt that geography was boring and could not remember the links with other countries, nor think how to start a geographical enquiry. They had a good knowledge of the tragedy of events in America because the teacher encourages them to read different accounts in the newspapers. They were keen to criticise the attacks on Muslims in England and dealt sensitively with each other's views about how different cultures live.

106. Both subjects are taught though subject specific topics in a two-year rolling programme of studies. Topics in both subjects are appropriate and cover environmental issues that are relevant to life in Yate as well as issues that have an impact worldwide, such as the loss of the Rain Forest, for example. There is an insufficient amount of time spent on each subject. Whilst the nationally recommended schemes of work are used as a basis for planning, work has not been matched to the current National Curriculum and there are insufficient links with other subjects such as information and communication technology, English or mathematics. There is no plan for the systematic development of historical and geography skills. Small samples of work are gathered but planning shows no evidence of evaluation or modification in the light of what teachers have found out about pupils' attainment. The curriculum of both subjects is enhanced by educational visits and field trips within the local area and beyond.
107. The co-ordinator for history and geography teaches history effectively but is not yet having an impact on curriculum development in the school as a whole. Because neither subject is the focus for development, monitoring is limited to teachers' plans and the co-ordinator has limited knowledge of the work undertaken in other year groups than in her own class. The role is under-developed in terms of its influence on work throughout the school. Plans for future development are insufficiently rigorous to raise standards and improve the pupils' achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Standards in information and communication technology are in line with expected levels at the end of Years 2 and 6 and pupils' achievement is satisfactory. Standards are similar to those identified by the previous inspection. However, the school has recognised that there has been a problem with lack of resources for information and communication technology and that this has been affecting the quality of pupils' learning. Recent building work to provide additional classroom space has enabled the school to establish an information and communication technology suite. Several computers are networked in the suite and the school now has the capability for a whole year group to work at the same time. This facility is still very new and has not been fully exploited.
109. During the inspection, there was only opportunity to observe the teaching of information and communication technology in one class. Additional evidence was obtained by talking to pupils and an analysis of teachers' planning. Both show that the amount of time that has been devoted to information and communication technology in recent times has been limited and is inadequate to meet all the demands of the curriculum. While the curriculum meets statutory requirements, it is too narrow to cover all the elements of information and communication

technology in depth. This has been recognised by the school and will be addressed now that the new facility is in place. By the end of Year 2, all pupils have developed an understanding of computer technology. They are able to use a computer mouse with confidence and to use programs effectively to support their learning. They can, for example, use the computer to help with spellings and simple mathematics concepts through number games. This also helps the pupils to develop a greater understanding of the strengths and weaknesses of computer technology.

110. By the end of Year 6, pupils have developed a greater range of computer skills. They are able to make effective use of a word processor and can use the computer to combine pages of text and pictures. They have some experience of using the Internet and CD ROMS to research information. They have limited experience of using computer technology to support their learning in other subjects. For example, they have not developed sufficiently good techniques to use spreadsheets or databases to support their normal work in mathematics and science.
111. The impact of teaching throughout the school is satisfactory, and there are some considerable strengths. All teachers have been receiving good quality training to enhance their expertise in this area of the curriculum. In the one lesson seen this good subject knowledge was used effectively to provide rich learning opportunities for the pupils. The teacher's enthusiasm also rubbed off on the pupils. They were keen to learn and enthusiastic about what they were doing. Once the training for teachers has been completed, the impact on teaching and learning is likely to be very positive.
112. The curriculum has been narrow. The new equipment and the introduction of the nationally recommended scheme of work ensure that, in future, the curriculum will be rich and provide a good range of learning opportunities. At present, teachers have not been fully aware of the extent to which individual pupils have developed skills at home. There has sometimes, therefore, not been sufficient challenge for those who have more experience.
113. The leadership and management of information and communication technology are good. The curriculum co-ordinator is enthusiastic and has developed good expertise. This has been used to establish the necessary resources and to ensure that appropriate structures and systems are in place. The school has, for example, already established suitable screening to ensure safety when pupils are using the Internet. With the creation of the new information and communication technology suite, together with class-based computers, the resources available in the school are good.

MUSIC

114. As in the last inspection, an advisory teacher for music, who is working through a programme with class teachers to update their skills, took most of the music lessons. Therefore judgements are based on analysis of work, photographic evidence and discussions with pupils and staff. The satisfactory standards and achievement in music, which were identified following the last inspection, have been maintained. The work of the advisory teacher and also that of the visiting teacher giving brass tuition considerably enhances music provision. The policy and scheme of work is based on a commercially published scheme and national guidelines. Currently the school is trialling both with a view enhancing the expertise of existing staff.
115. Pupils throughout the school sing songs from memory and maintain the correct pitch, although sometimes insufficient time is spent in developing a sound of high quality. Pupils change the style of their singing to suit the mood of the music and maintain their own line when singing part songs and

rounds. As a result of very good teaching by the advisory teacher, pupils in Year 2 competently made selections from a range of percussion instruments to represent scratchy, itchy actions. They played these instruments correctly and maintained a steady beat.

116. In Years 3 and 4, during another very good lesson, again led by the advisory teacher, pupils successfully created a sequence of sounds and showed a satisfactory understanding of the need to consider dynamics in their performance. They successfully adapted body sounds to match rhythms and soon learned when to start and stop because the teacher employed innovative techniques that captured their attention. During a good lesson taken by the class teacher, pupils in Year 6 soon grasped the idea concept of notation and produced their own because of good demonstration and explanation. Most know how to combine musical elements and a minority know how to improvise melodic and rhythmic phrases. However, scrutiny of teachers' planning indicates that all pupils are given the same task regardless of ability, which means that the more able are not always sufficiently stretched.
117. No judgement can be made on the quality of teaching. Although teachers plan work together insufficient consideration is given to the need to integrate music with other subjects such as history and geography, in order to extend and consolidate learning. Strategies for assessment are in need of further development. The contribution that music makes to pupils' moral and social development is very good. Teachers have a high regard for pupils' contributions in lessons. Consequently, pupils share instruments sensibly and wait patiently for their turn to play. They listen carefully to what others have to offer and show appreciation spontaneously. All have equal access and opportunity. This was clearly evident during a group performance when a pupil with special physical needs took a major role. Younger children sing carols in the community and older pupils participate in a massed choir concert at a local hall. They demonstrate their skills in playing their musical instruments during assemblies and concerts, and local musicians visit school to further enhance learning.
118. There is a good range and quality of musical instruments that support pupils' learning effectively. They represent instruments from a range of cultures and some that pupils have made in design and technology lessons. Information and communication technology is not yet used sufficiently well as a tool for learning in music. Subject leadership is satisfactory, enabling teachers' skills and knowledge to be developed through very good quality training.

PHYSICAL EDUCATION

119. Standards in physical education are average in Year 2 and above average in Year 6, particularly in swimming. Pupils are taught to swim very effectively and swim regularly. Consequently, their achievement is very good by the time they leave school and they perform well in local swimming

galas. Overall pupils achieve well as they progress through the school and confidently and systematically learn a broad range of physical skills in gymnastics, games, swimming and dance. The picture is slightly better than in the previous inspection.

120. In Year 2, pupils run and hop and generally use the space well. However, their movement is sometimes inhibited by the large climbing apparatus being put out before the lesson, leaving very little space for aerobic movement. They understand that the heart rate goes up after vigorous exercise and know that it is important to 'warm up' their bodies at the beginning of lessons. Although space was limited the pupils created appropriately interesting sequences. Teaching is satisfactory overall but does not rigorously challenge the pupils to channel their hard work into a good quality and variety of movement. Pupils are well managed and their behaviour is good. They work hard to put their sequences on to the large climbing apparatus. They have reasonable control of their bodies and cooperate effectively with each other.
121. In Year 6 the pupils are confident in water and over half are competent swimmers. The most able swimmers are developing a very good style because the teachers and instructors who work with them plan tasks to match their level of skill based on careful evaluation. Both boys and girls can manage a rugby ball and throw and catch appropriately. They achieve well over time because skills are developed systematically. Teaching is suitably challenging and encourages the least and the most energetic in the class. One pupil has played football for England and several boys and girls are successful at Tag Rugby in competitions with other schools. Pupils in Years 5 and 6 work well as a team and have a good understanding of fairness and sportsmanship. However, some of the boys in Years 3 and 4 interrupt lessons with silly behaviour, which sometimes spoils the enjoyment of the majority of well-behaved pupils in the class.
122. The quality of teaching is good overall and work is slightly better in Years 5 and 6. The main reason is that the teacher's expectations are higher. There is a rigorous demand for quality and hard work. All pupils tend to concentrate well and persevere when they do not get things right in games and swimming. For example, in one swimming lesson, skilfully using demonstration, and structuring the lesson so that pupils faced increase challenges, the teaching ensured that pupils were challenged physically and intellectually to the edge of their capability. In most lessons, with the exception of some demonstration, pupils do not have enough opportunities to evaluate their work and the work of others. Consequently, they do not think carefully about what they could do to modify and improve their movement and techniques based on evaluation.
123. The physical education co-ordinator is knowledgeable and enthusiastic. She has a positive impact on developments in physical education and is always looking for opportunities for pupils to work in larger groups and compete against other similar schools. The physical education curriculum is

broad and balanced, covering a good range of sports at appropriate seasons during the year. A broad range of physical education equipment supports pupils' learning but information and communication technology is not yet used as a tool for learning. Clubs and activities outside lessons such as cricket, cross-country and a popular foot ball club enhance the pupils' experiences.

RELIGIOUS EDUCATION

124. Although only one lesson in religious education was seen during the inspection, analysis of work, discussions with staff and pupils and scrutiny of teachers' planning indicate that by the end of both Year 2 and 6 pupils meet the expectations of the locally Agreed Syllabus. This is a similar picture to the last inspection.
125. The achievement of boys and girls of all abilities throughout the school is satisfactory. The local authority has now resolved difficulties the school had earlier in deciding how to combine nationally recommended scheme of work with the locally Agreed Syllabus. As a result, the well-informed co-ordinator has been instrumental in producing a very useful scheme of work, which takes full account of statutory requirements. The school is careful not to repeat the same subject material within and between classes. Nevertheless time allocation at Key Stage 1 is divided into daily ten-minute slots along with personal, social and health education. As a result, teaching tends to be superficial because there is an insufficient block of time for topics to be explored with the pupils in sufficient depth.
126. The curriculum is mainly Christian and the school appropriately celebrates major festivals. Pupils are also taught the customs and beliefs associated with other religions such as Judaism, Islam and Hinduism. The helpful scheme of work for acts of worship is evaluated and modified in the light of experience. Pupils receive their religious education through class and whole school assemblies, lessons and through the general activities of the school. The very good provision for pupils' moral and social development positively promotes an environment where all can live in peace and harmony. Although pupils visit places of worship within the community, opportunities for visits to the school from people of other religions need to be extended to enrich pupils' learning experiences. Although assemblies are enriched by the singing of pertinent hymns, prayers, and music, opportunities are sometimes missed for pupils to reflect on what they have learned.
127. Pupils in Year 2 talk about major festivals such as Easter and Christmas, and in deciding what is special to them. They understand the importance of taking care of special things. The pupils write their own prayers and know that people pray for different reasons. In developing their understanding of different religions, they find out about the special foods associated with Hindu festivals. Pupils in Years 3 and 4 study the Ten Commandments and then compare them to their own school rules. In the one good lesson seen,

careful explanation by the teacher enabled pupils to gain a clearer understanding of why Muslims go on a pilgrimage to Mecca. By Year 6 pupils identify similarities and differences between religions, and write rules on being a good Christian, such as treating all with respect. Nevertheless scrutiny of past work suggests that they are too often given mundane tasks as a follow up to class lessons and they are often given the same worksheet regardless of ability. Because of this pupils do not always retain the valuable learning which takes place in class discussion. There is a need to develop the planned use of literacy to enhance learning. Although speaking and listening and reading form an important part of lessons, examples of written work seen do not always reflect pupils' capabilities. These factors impede achievement.

128. Too little evidence exists to make an overall judgement on the quality of teaching because only one lesson was observed. Nevertheless scrutiny shows that there is continuity and progression in teachers' planning and points for assessment are included. In the one lesson seen pupils behaved well, showed interest and were keen to offer opinions because the teacher actively encouraged them to participate. Key vocabulary was clearly explained and constantly referred to by the teacher. The co-ordinator monitors planning and gives advice and guidance, and a programme of classroom monitoring of teaching and learning is well established although this was disrupted during the past year through staff absence. Resources are used well and have been further enhanced by the shared purchase of artefacts between schools.