

INSPECTION REPORT

GILLINGSTOOL PRIMARY SCHOOL

Thornbury

LEA area: South Gloucestershire

Unique reference number: 109126

Headteacher: Mr M Dee

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 10th – 13th June 2002

Inspection number: 196304

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:	3 - 11
Gender of pupils:	Mixed
School address:	Gillingstool Thornbury South Gloucestershire
Postcode:	BS35 2EG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Lewis
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15941	Mr C R Phillips	Registered inspector	Science Geography History Religious education	Characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management Key issues for action
9710	Mrs R Burgess	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
10611	Mr M James	Team inspector	Mathematics Information and communication technology Design and technology Music Physical education Special educational needs Equal opportunities	Quality and range of opportunities for learning
18340	Mrs M E Phillips	Team inspector	English Art Foundation stage	Teaching and learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average size community school for boys and girls aged three to 11. It draws pupils from an area of mixed housing and has 204 pupils currently on roll. The school's numbers are growing significantly, particularly in the classes for children of junior age, as many children join it from other areas. At the time of the inspection, there were 71 children in the Foundation Stage, of whom 44 were below the age of five and 42 attended on a part-time basis. Almost all pupils in the reception class have come by way of the school's own nursery class, but not all children from the nursery join the reception class. Overall levels of attainment on entry are generally below the national average, but year groups vary considerably. The number of pupils entitled to free school meals (22.8 per cent) is broadly in line with the national average. At present, 9 pupils have statements of special educational need, which is well above average and the overall proportion of pupils currently identified as having special educational needs (25.5 per cent) is broadly in line with the average. These pupils have a range of language, learning and behavioural needs. The school has five pupils from minority ethnic groups and there is one pupil for whom English is an additional language, but who does not have difficulties with language acquisition.

HOW GOOD THE SCHOOL IS

This is a very good school. The pupils make good progress and pupils with special educational needs make very good progress, because of the quality of the provision the school makes for the needs of all. The pupils respond very well to all the opportunities they are given. The school is very well managed and the quality of teaching and learning is good throughout. It provides very good value for money.

What the school does well

- All pupils learn well and make good progress, because the school's approach to the inclusion of all is successful, the quality of teaching is good and the pupils enjoy a wide range of stimulating learning experiences.
- The pupils respond very well to the high expectations the school has for them.
- The pupils' personal development, their attitudes to all aspects of school life and the quality of relationships throughout the school are impressive.
- The provision it makes for pupils with special educational needs is very good.
- It has established an excellent partnership with its parents, who hold it in high esteem.
- The headteacher, with the full support of the deputy headteacher and other managers, provides excellent leadership for the effective and committed staff team and the very well informed and involved governing body.
- It has effective systems for the analysis of results and the tracking of progress made by groups of pupils.

What could be improved

- Standards in writing in Key Stage 1 need further improvement.
- Some aspects of assessment in science, religious education and the foundation subjects are not yet complete.
- The school's buildings present difficulties for the curriculum in the Foundation Stage and in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in July 1997, many key issues for action were identified and it was judged to be providing unsatisfactory value for money. The key issues have been tackled very well and the school has improved very significantly since that time. The results achieved by pupils in the national tests at the age of eleven have maintained an upward trend and are now at least in line with the national average in English, mathematics and science and often above. The school reviews all aspects of its life regularly and it has the personnel, vision and commitment to ensure that it should continue to improve. The quality of teaching has improved since the last inspection and, in 2001, the school received a Department for Education and Employment Achievement Award for improved standards in the National Curriculum tests for eleven-year-olds. Many other aspects of its life have also improved substantially, such as the pupils' behaviour and attitudes, the provision the school makes for their personal development and the quality of relationships. As a result, parents have a high regard for the school and its standing in the community has increased significantly. It is well set to continue to improve.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	D	A	A	A*
mathematics	E	A	C	A
science	C	A	C	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

These results reflect the improvement in standards since the previous inspection, with the overall trend clearly upward. The pupils' performance in National Curriculum tests at the age of seven has shown steady improvement in reading and is usually above the national average. Standards in writing for pupils of this age have not kept pace with this improvement or with that seen nationally and in 2001 were below average. In mathematics, results have varied, indicating the different nature of year groups and in 2001 were in line with the average. It is not possible to identify overall trends for pupils of this age, because of the small size of the year groups, but careful monitoring indicates that all improve on the standards with which they enter the school. Evidence from this inspection indicates standards for pupils in Years 2 and 6 that are broadly in line with the national average in English, mathematics and science. In almost all of the other subjects, standards are about the level expected for both age groups, and in art, music and physical education they are above that level. Pupils of all attainment levels make good progress overall through the school and those with special educational needs make very good progress. There has been significant difference in the comparative performance of boys and girls in Key Stage 2, but the school is working hard to rectify this, with indications of some success. The school has usually met its targets, although this is often difficult because of the changing nature of groups as pupils join the school late. Children in the Foundation Stage make good progress and are about the level expected nationally at the start of Year 1 in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are enthusiastic about learning and show very good attitudes in all aspects of school life.
Behaviour, in and out of classrooms	Their behaviour is very good and pupils of all ages relate very well to each other, both in lessons and around the school.
Personal development and relationships	The pupils' personal development and the quality of relationships throughout the school are excellent.
Attendance	Attendance is good. Lessons start promptly and little time is wasted.

The personal development of the pupils, their attitudes to all areas of school life and the quality of relationships are strengths of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 in all subjects, including English and mathematics, is good overall, and is often very good. More than a third of the lessons observed were judged to be very good or excellent. The skills of literacy and numeracy are taught well. Good provision is made in each of the classes for the needs of all pupils, including those with special educational needs and the higher attainers. The teachers have high expectations for all pupils, their subject knowledge is good and their classroom management is very good. They provide a good range of interesting and often stimulating learning activities, based on good planning. The teachers give useful feedback to pupils about the progress they are making. All teachers know their pupils very well and the pupils respond very well to the experiences offered. They become confident and independent in their learning and develop a good understanding of how well they are getting on and what they need to do to improve. Pupils of all attainment levels are keen to do well and are given every encouragement to do so.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, relevant and lively and the school provides a wide range of opportunities to enrich the pupils' learning through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Their needs are identified and met, they are fully involved in the life of the school and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for all aspects of the pupils' personal development. They are encouraged to be reflective, sensitive to others, responsible and caring, and are also made aware of cultural diversity. The pupils' personal development is helped particularly by the strong links with the local special school.

How well the school cares for its pupils	The school cares very well for its pupils. It has good arrangements for the identification and monitoring of the progress made by pupils in their learning and development.
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Parents agree the school is doing a very good job in encouraging their children to do well and to develop well, both personally and socially. They feel they are well informed about the work their children are doing and about the progress they are making. The school offers a broad range of learning experiences for all pupils, within and beyond the school. All pupils are known and cared for very well and the success of the school's emphasis on inclusion means that all have the full opportunity to do well. Throughout the school, the pupils are treated with respect and respond very well to being valued, becoming mature and responsible members of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership, with the full support of the deputy headteacher and other managers. The staff team makes an important contribution to the continuing development of the school and to its management.
How well the governors fulfil their responsibilities	The governors provide very good support for the school, are thoroughly committed to and involved in its continuing development and have an excellent awareness of its needs.
The school's evaluation of its performance	The headteacher, governors and staff review every aspect of the school's performance continuously and always look for improvement.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school. The school is well staffed and the provision of learning resources is good. Some aspects of the school buildings present particular difficulties, but all staff work hard to overcome these.

Under the leadership of the headteacher, the school has a very clear educational direction and is very effective. The teachers are very well supported by the classroom assistants and other helpers, and all adults working in the school make an important contribution to the quality of pupils' experience. The governors, headteacher and staff review all development priorities regularly, evaluating all spending decisions and the school applies the principles of best value very well.

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 school encourages parents to play an active part in its life, handles complaints well and is approachable. The school gives a clear understanding of what is taught and they feel they are well informed about their children's progress. Their children enjoy going to school and are able to achieve a good standard of work. The school encourages the children to get involved in more than just their daily lessons and almost all parents are satisfied with the homework given. The school's values and attitudes have a 	

positive effect on their children and it achieves high standards of behaviour.	
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Parents have a very high opinion of the school and the opportunities it provides for their children. The inspection team agrees with this very positive view.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the school at the age of three, their standards of attainment are generally below average, particularly in their language skills. By the time they enter the reception class, almost all have had experience of nursery education, usually in the school's own nursery. They have a positive time in the nursery and the reception class and make good progress in this Foundation Stage of education. The children learn to work and play well together in a variety of situations, and become increasingly confident in their relationships with each other and with their teachers. Present indications are that, by the time children in the reception class are ready to enter Year 1, most will be at least in line with the levels expected nationally in all aspects of their development.
2. Pupils of all attainment levels, including the higher attainers, continue to make at least good progress as they go through the other stages of their primary education. Pupils with special educational needs make very good progress. The school's results in the National Curriculum tests for pupils aged 11 have shown marked improvement since the time of the last inspection. In the 2001 tests, overall results for pupils of this age were well above the average nationally in English and in mathematics and science were in line with the average. These results helped to maintain the overall upward trend in the performance of pupils by the time they leave the school. The proportion of pupils attaining Level 5 was well above average in English and above average in mathematics and science. When compared with the results achieved in schools of broadly similar intake, overall results in English were very high, in mathematics were well above average, and in science were above average. The results achieved by boys were particularly impressive, since they continued to exceed the national figures for boys significantly. Girls' results at this age over recent years, on the other hand, although broadly in line with those achieved nationally in English, have been below the national figures in mathematics. The school is working hard to identify and address possible reasons for why the girls have not kept pace with the boys. It has, for instance, established a mathematics club for girls to help in their enjoyment of the subject and to raise their own expectations about what they can achieve. It is too early to judge the success of such initiatives, but the indications from this inspection are that differences in performance are becoming less significant.
3. When compared with national figures, the overall standards attained by pupils at the age of seven in 2001 were above the national average in reading, in line with the average in mathematics and below average in writing. When compared with standards achieved in broadly similar schools, reading was well above average, mathematics was above average and writing was average. The proportion of pupils gaining the higher grade of Level 3 was above the national average in reading and in line with the average in writing and mathematics. Because of the small numbers of pupils in the year groups involved, it is difficult to draw meaningful conclusions about overall trends at this age, but indications are that standards in reading have improved since the time of the last inspection, while those in writing and mathematics have not matched the overall improvement in these subjects seen nationally. Although there have been variations in different years, there is no significant difference overall in the performance of girls and boys in this age group. The results of the teachers' assessments in science for pupils at the age of seven in 2001 show attainment that is above the national average, with the proportion of pupils achieving Level 3 in line with the average. This represented significantly better performance than in other schools of similar intake.

4. There are considerable variations in the ability profiles of the various year groups through the school and inspection findings indicate that the attainment of current Year 2 pupils in reading, writing, mathematics and science is broadly in line with the national average. This points to some success in addressing the pupils' under-performance in writing, but that there has been a levelling-out of their performance in reading. Similarly, the nature of the present group of Year 6 pupils, which has changed significantly as new pupils have joined it, is different from that of their predecessors, with a larger number of pupils with special educational needs than in the previous year. Levels of attainment for pupils of this age are currently broadly in line with the average in English, mathematics and science. The pupils' overall standards of literacy and numeracy are in line with expectations. In English, they acquire a good appreciation of a range of literature and of different styles and purposes for writing. In mathematics, the pupils become increasingly confident in handling numbers as they go through the school and make useful gains in other skills, such as mental mathematics. In science, pupils show sound knowledge of most aspects of the subject and a satisfactory understanding of scientific method.
5. Standards of attainment in information and communication technology (ICT) are in line with national expectations by the end of both key stages, particularly as pupils develop their skills with the aid of the new ICT facilities. In religious education, the pupils are achieving standards that are in line with the expectations of the locally agreed syllabus by the time they are seven and 11. Standards in art and design, music and physical education are above the level expected for both age groups and levels of attainment in design and technology, geography and history are in line with expectations. Since attainment in design and technology, geography, ICT and music was below the level expected at the time of the last inspection, it is clear that there has been significant improvement since then in these and in the other subjects.
6. The levels of children's attainment when they join the nursery are below average, particularly in their language skills, so it is clear that pupils make good and, sometimes, very good progress to achieve the standards they do by the time they leave the school. Pupils with special educational needs make very good progress in relation to the targets set for them. They are provided with very good levels of support from their teachers and the classroom support assistants, their targets are regularly evaluated and reviewed and new targets are set appropriately to aid progress when required. The potentially higher attaining pupils are also being challenged to do well in both key stages.
7. In view of the many pupils who join the school during their primary education, the school finds particular difficulty in setting meaningful targets in advance. However, it usually does well in reaching and sometimes exceeding its targets. This year, the targets for English and mathematics will not be achieved, since the Year 6 group has changed significantly since they were set. However, the clear trend in attainment in the school is now upward and there has been significant improvement overall since the last inspection.

Pupils' attitudes, values and personal development

8. The pupils have very good attitudes to school. They are enthusiastic about coming to school and are happy there. They join readily in discussions in class, ask questions and are keen to be involved. They are very positive about the range of opportunities provided for them in lunchtime or after-school clubs. They listen well in lessons and are confident to express opinions; for example, sharing their thoughts and views in a history discussion on life in the post-war years in this country made the topic come to life for them. Children in the Foundation Stage work well together, sharing resources and taking turns well. They enjoy the opportunities they are given to learn.
9. The pupils' behaviour in and around the school is very good. In lessons, it is consistently good and, often, very good and any pupil who steps outside the agreed norm accepts the appropriate sanction without argument, as well as experiencing the disapproval of fellow pupils. Pupils behave very well in assemblies and arrive and leave in an orderly way. They move about the school site sensibly. They are polite and considerate; Year 3 pupils, for instance, behaved in an exemplary fashion when they visited the local allotments during a science lesson. In the playground, behaviour is very

good. Pupils play games together well and older ones interact well with the younger ones. There have been no exclusions recently.

10. The atmosphere of the school is friendly and harmonious and there are no indications of any oppressive behaviour. The pupils' understanding of the impact of their actions is very good and they show respect for the feelings, values and beliefs of others. They help each other in class and share equipment well.
11. The pupils' personal development is excellent. They exercise responsibility well by, for example, taking registers back to the office and tidying their classrooms. Older pupils help as librarians and milk monitors, participate in debates and argue their point of view by, for example, writing letters to the headteacher about the fairness or otherwise of being set homework. They treat the school buildings and grounds with care and respect equipment, such as computers and musical instruments. Large numbers of pupils participate in the many clubs and many are proud to represent their school in sports competitions and musical or drama productions.
12. Pupils' relationships with each other and with adults are excellent. Teachers and other adults in the school provide exemplary role models. Those pupils who share lessons with pupils from the nearby special school treat them with the same respect afforded to those in their own school. Pupils with special educational needs pay close attention to adults and persevere with their tasks. They are very well behaved, get on well with other pupils and contribute well to group activities.
13. Attendance is good, with few unauthorised absences. Most absence is for medical reasons, although some pupils are absent on family holidays. Punctuality is good and morning school and lessons start on time.
14. Since the last inspection, there have been significant improvements in pupils' attitudes to school and behaviour is now very good. The personal development of all pupils, their attitudes to all areas of school life and the quality of relationships are now strengths of the school.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching and learning is good. Of the lessons observed during the inspection, almost two-fifths were very good or excellent, more than two-fifths were good, and all were at least satisfactory. In the core areas of English, mathematics and science in Key Stage 1, teaching is good overall. The teaching of English in Key Stage 2 is very good. In several other subjects, there are examples of very good teaching and overall standards are good. In the Foundation Stage, the standard of teaching is consistently good and, sometimes, better and the teaching and support team work well together, providing learning opportunities that are of high quality for all pupils. Teachers throughout the school bring particular strengths to their work and the pupils participate in an interesting and varied range of experiences. There has been continued improvement in the quality of teaching and learning since the previous inspection, with a much higher proportion of lessons now judged to be good or better and no lessons that are unsatisfactory.
16. The quality of planning for subjects is good and takes account of the range of capabilities in each class, ensuring that pupils of all attainment levels progress well. In most lessons, the teachers know exactly what they want the pupils to learn. All the teachers have very high expectations and communicate these clearly to the pupils. They also have the skills, classroom organisation and management to deliver lessons that motivate and engage pupils and enable them to work hard. The teachers understand how children learn and are able to teach effectively in steps that they can manage, so that the pupils acquire the required skills and knowledge and their interest is retained. The teachers are determined that the pupils will do well and praise them for their efforts. All adults work well with the pupils, monitoring their progress effectively during lessons.
17. Teachers throughout the school show good knowledge and understanding of the various subjects. Teaching in the areas of using and applying mathematics and mental work is strong. In science, the use of investigative and experimental work is developing well, as is the emphasis on the development of the necessary vocabulary. In English, the teaching of reading across the school

and the development of the pupils' speaking and listening skills are strong and the development of the purpose and organisation of different types of writing is strong in Key Stage 2. The emphasis on the pupils' discussing and working in pairs, particularly in Years 5 and 6, but present in other year groups, as in a Year 1 literacy lesson, is having a very positive impact on pupils' learning. The literacy and numeracy strategies have been introduced well.

18. Learning in the Foundation Stage is planned well and all adults in the staff team provide a secure learning environment for young children and teach the skills needed. The personal and social development of the children and their communication, language and literacy skills are at the heart of learning in both classes. The assessment of learning at this stage is very good and is effective in monitoring closely the progress the children make. All of the adults understand how young children learn, and provide a wealth of interesting and quality experiences for them.
19. As a staff team, the teachers share much subject expertise and experience. The teachers are usually clear in their planning about the specific learning that is intended, share this with the pupils and review progress at the end of lessons. In all lessons, the teachers' organisation is good, and they engage the pupils' interest fully, usually providing high expectations for work and behaviour. The teachers usually provide clear explanations of the tasks required of the pupils, which take good account of the needs of individuals, in order for pupils of all attainment levels, including those with special educational needs and the higher attaining pupils, to be challenged by the work provided. Teachers involve all pupils in all aspects of the work. Planning takes the needs of all into account and materials used reflect gender, ethnicity and social background appropriately. There is an effective pace to most lessons and the teachers are confident and motivate the pupils well. All use a range of perceptive questioning skills and reinforce learning well when they review work with the pupils. They know and manage their pupils very well. The teachers generally ensure that pupils develop good working habits, and the pupils respond well, which is evident in the quality of work and standards of presentation. The pupils generally show attention to detail and complete their work carefully. They are always keen to learn. By the time they leave the school, all are developing an understanding of what they are learning and are able to talk about it in a mature way.
20. In the best lessons, such as several in the Foundation Stage, some literacy, numeracy and science lessons and lessons in other subjects, pupils are challenged to put maximum effort into their work. In these lessons, very good subject knowledge is evident, there is a brisk pace and learning is questioned, stimulated and checked, using a wide variety of planned strategies. Language is reinforced carefully and the teaching of skills is generally of high quality. The teachers know when to intervene and their questioning is particularly effective in clarifying learning for the pupils and in assessing what is necessary for them to learn further. The teachers generally have high expectations, both for standards and behaviour, ensure attention and these are reflected in the pupils' attitudes. The pupils' responses are handled very well. In the two excellent literacy lessons, in Year 5 and Year 6, there was an impressive precision to the teaching, very effective use of time and the support of individuals and the checking of their understanding were crucial.
21. Throughout the school, a good range of approaches to classroom organisation is used. A balance of class, group work, some in pairs, and individual working is used effectively. The opportunities provided for working in pairs raise standards and improve progress, in addition to improving the pupils' confidence and motivation considerably. From their entry to the nursery, the children are guided and encouraged to show independence in their learning. There are many very good examples of helpful marking and self-assessment throughout the school, but there is sometimes a lack of precision in the use of targets in Key Stage 1, where this is still developing.
22. The teaching for pupils with special educational needs is good and ensures that pupils have work that is well matched to their needs and that they make very good progress. Their self-esteem is high. They pay close attention to adults, making very good progress in relation to the targets set for them and persevering well with their tasks. Individual education plans are of very good quality and have clear targets, which are shared with pupils and reviewed each term with parents. The teachers and classroom assistants have a clear understanding of the needs of the pupils. They work closely together and use a range of activities skilfully to consolidate knowledge. Positive relationships are established and an atmosphere of confidence created and support provided, in

order that the pupils can work independently, wherever possible. Teaching is well focused on improving literacy and numeracy skills. The support provided for the pupils with statements of special educational need is very effective and ensures their continued progress.

23. The school stresses the importance of involving parents in their children's work and this is understood from the Foundation Stage onwards. Homework is set regularly and parents are satisfied with the provision. All pupils take home reading books on a regular basis and many parents share books with their children. All have spellings and mathematical tables to learn. Pupils are also given other work to do in English and mathematics and, sometimes, tasks linked with their work in other subjects. They receive high quality feedback, which has a positive impact on standards and on their progress and motivation.

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

24. The quality and range of opportunities for learning provided in the Foundation Stage and the rest of the school are good. Significant improvements have been made since the time of the previous inspection. All statutory requirements for the delivery of the National Curriculum are met. The new Foundation Stage curriculum, based on six areas of learning, is developing very well, providing a lively and stimulating experience for all children in the nursery and reception classes.
25. The curriculum in Years 1 and 2 and in Years 3 to 6 is also broad, relevant and lively, making suitable provision for all subjects. At the time of the last inspection, there were considerable weaknesses in the curriculum, such as a lack of detailed planning, few schemes of work and an overall lack of adequate coverage in subjects such as design and technology, information technology, geography and music. All of these issues have been addressed very successfully. The provision for a number of subjects now goes beyond that expected and this is contributing significantly to the standards being achieved in, for example, art, music and physical education. This overall curricular provision is being achieved in spite of the limitations imposed on some subjects by the school buildings. Information and communication technology (ICT) is used successfully to enhance the learning in a number of subjects, such as English, mathematics, science, geography and history. A strength of the curriculum is the development of cross-curricular links, whenever possible. For example, in design and technology in Year 4, pupils' knowledge of science was also enhanced when they designed and made torches. The length of the school day is adequate and the time allocations for individual subjects are satisfactory.
26. Appropriate and relevant policies and schemes of work are now in place for all subjects and they contain very detailed and extensive information to provide for full coverage of these subjects. The plans that exist ensure a steady and progressive development of each subject through the school. At present, however, there is no written policy for the development of pupils' speaking and listening skills. The school has adopted successfully the national strategies for literacy and numeracy. Numeracy has been implemented very effectively, with an appropriate use of mental activities in lessons and a ready use of mathematics in other subjects of the curriculum, such as science and design and technology. In literacy, many opportunities are provided for pupils to develop their reading and writing skills, both within English itself and across the range of curriculum subjects, such as history and geography. Similarly, the development of pupils' speaking and listening skills is a feature of all subjects.
27. Teachers produce an extensive range of good quality curriculum planning that helps to ensure the steady and effective development of pupils' knowledge and skills as they move through the school. Planning usually makes good provision for the differing needs of pupils, particularly in the core subjects of English, mathematics and science. The school makes excellent provision for the equality of pupils' access to the whole curriculum, with the staff making sure that all pupils are involved in the full range of activities. In making suitable efforts to include pupils in all appropriate activities, the school allows them to achieve as much as they can. A particular strength of this provision is the way in which pupils from the special school are welcomed into the school on a regular basis. This arrangement greatly benefits everyone involved. Good provision is made for the

pupils' personal, social and health education, with aspects of sex education and drugs education being fully covered within lessons when appropriate. The importance of healthy eating is also emphasised regularly to pupils.

28. The provision for pupils with special educational needs is excellent and this is an improvement since the previous inspection. Clear procedures are in place, following closely the new Code of Practice for the identification and assessment of pupils. The new Code has been implemented carefully and effectively. Individual education plans are provided for pupils and these are of very good quality. They are reviewed each term. Care is taken to ensure that the work provided for pupils is closely suited to their needs. In particular, pupils with statements are provided with very suitable support, in line with the requirements indicated. Their statements are reviewed annually.
29. The school provides a very good range of extra-curricular activities, including football, netball, rugby, art, choir, recorders, computers and a Bulgarian club and the very appropriately named 'Greenfinger club.' These activities are particularly well supported, both by teachers and pupils and, in the case of the art club, by parents also. The school welcomes many visitors, including the police, members of the medical profession, local clergy and the local Member of Parliament, as well as drama and music groups. A wide range of educational visits is arranged to places such as the Old Vic Theatre School, Bristol Zoo, Oldbury Power Station and Old Down Country Park. A residential trip is arranged for pupils in Year 6 every two years. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
30. The school has very good links with the local community. It is very much part of that community, and, in particular, makes regular use of the surrounding area in subjects such as history and geography. The school has close links with local businesses and supermarkets, as well as neighbouring sports clubs. This has benefited pupils' work in ICT and in various sporting activities. Local residents are invited to events in the school regularly. Very good links have also been established with other schools. The school has close sporting and musical ties with other local primary schools, as well as cordial relationships with nearby playgroups. Links with a nearby special school are especially close. Ties with the neighbouring comprehensive school are also well developed, with, for instance, curriculum areas regularly being discussed by staff and visits being made by pupils from the comprehensive school. Appropriate arrangements are also made for pupils to visit the comprehensive school, to help them when they move on for their secondary schooling.
31. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Very significant improvements have been made in all aspects of this since the time of the previous inspection.
32. The school makes very good provision for pupils' spiritual development. Assemblies are well planned and delivered very thoughtfully, with pupils often making a considerable contribution themselves during class assemblies. Pupils are helped to gain knowledge and insight into their own and other peoples' values and beliefs and, in particular, they are encouraged to respect and value the opinions of others. Moments of quietness are provided for pupils to reflect on what they have heard and to consider how they should respond themselves. Many opportunities are also planned for pupils' spiritual development in the subjects of the curriculum, as when pupils are provided with interesting and thought provoking experiences in English, science, art and design and music.
33. Provision for moral development is very good. The headteacher and staff, as well as providing good role models themselves, remind pupils regularly of the correct forms of behaviour and give reasons for them. Discussions often take place in lessons and rules of conduct are emphasised when necessary. The school's expectations of pupils are high and they are regularly praised and rewarded for maintaining high standards. They are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy and respect. Pupils also have a high degree of self-discipline and they show great concern should any of them not maintain the expected standards.

34. The school makes very good provision for pupils' social development. Pupils are encouraged to form very good relationships with each other, their teachers and other adults. As they progress through the school, pupils are encouraged to work collaboratively, to take turns and to share resources, as when taking part in investigative work in science, or in working together on computers. Older pupils are particularly caring of younger ones and they relate well to them during lunchtimes and break times, when they hear them read or, in fact, whenever a need should arise. Younger pupils in turn are keen to seek out the company of older pupils. A particularly strong feature of this provision is the way pupils are encouraged regularly to discuss their work together in class. Very good opportunities are provided for pupils to take on responsibilities within their classrooms and they carry them out very effectively. Older pupils carry out their particular tasks, such as arranging the hall for assemblies, acting as librarians and assisting at lunchtime, with great care and efficiency. The social development of pupils is further enhanced by the quality of the school's community links, its links with the special school, the extra-curricular activities and the involvement in fund-raising.
35. Provision for pupils' cultural development is very good. They are taught about aspects of their own culture in subjects such as English, art and design and history. A most appropriate emphasis is laid on their knowledge and understanding of other cultures during assemblies, in lessons in subjects such as geography and religious education and through the links forged with countries such as The Gambia. The school now makes very suitable provision for increasing pupils' awareness of the multi-cultural society in which they live. As well as learning about the worship, ritual and life-styles of Christianity, they consider those of traditions such as Hinduism, Islam and Judaism, celebrating festivals such as Diwali and Chinese New Year and undertaking visits to places of worship, such as a synagogue. The school's policy for racial awareness is an important part of its approach to inclusion.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a very safe and secure learning and working environment for its pupils and staff, and all aspects of this care have improved since the previous inspection. Very good procedures are established to ensure the health and safety of all and to deal with child protection issues. There are good arrangements for minor emergencies and first aid. Pupils and their individual circumstances are very well known by teachers and other adults in the school. Families are well supported when necessary. The pupils' progress and their needs are monitored continuously. This results in very high standards of care for all pupils. Special care is taken when children join the school at other than the normal starting time.
37. Procedures for monitoring and improving attendance are good. Registers are carefully completed and reasons for absence are always sought.
38. There are excellent procedures for monitoring and promoting good behaviour. The school's code of conduct is applied consistently by all staff. Children who have specific emotional or behaviour problems have agreed strategies to help them behave and these are generally very effective. Consistent approaches in behaviour management and strategies to eliminate any form of bullying, racism or other harassment have effected significant improvements in behaviour since the last inspection and this is now a strong feature of the school.
39. The educational and personal support and guidance for pupils are very good. Teachers and all other staff know pupils well, ensuring appropriate support and guidance. At whatever age pupils join the school, careful arrangements are in place to ensure that they settle well. The many links with the secondary school help prepare pupils for their next stage of education, although pupils in Year 6 expressed understandable uncertainty about the transfer prior to their visit to meet their Year 7 tutor and familiarise themselves with their new school environment.
40. The school has impressive systems for tracking and monitoring the overall progress of pupils and undertakes the regular analysis of considerable amounts of data to assess where pupils are in their learning and whether they are achieving at the appropriate level. Governors are informed about and

fully involved in this analysis. The pupils' achievement in English and mathematics is monitored diligently by the senior management team, co-ordinators of these subjects, class teachers and the learning support assistants, who are a crucial part of the assessment process in all classes.

41. The school has developed the use of targets in English and mathematics very well, for year groups in relation to national tests and for groups and individual pupils within classes. In the reception class, Benjamin Bear is used effectively to help children to review targets. In all classes in Key Stage 2, the use of targets is impressive. They are used regularly within lessons and also in books, enabling pupils to be provided with high quality feedback, which tells them precisely what they have to do next in order to make progress. The process is also developing in Key Stage 1 and is beginning to enable younger pupils to see what they must achieve, which is having a positive impact on, for example, their writing. There is some useful and informative marking of pupils' work in Key Stage 1 and feedback to the pupils is always positive, helping to raise their self-esteem. The school has high expectations, which are shared with the pupils and thoughtful strategies are being used well, with the older pupils in particular, to ensure that any areas of possible misunderstanding can be clarified at an early stage. In most lessons in English, mathematics and science, teachers use activities well to check understanding, for instance the pupils' use of white boards in a Year 1 literacy lesson and brisk introductory mental mathematics sessions in all classes. The school is currently working towards fuller consistency in record keeping in English and mathematics. It is also continuing to develop procedures for science, the foundation subjects and religious education. In each of these, some assessment takes place, often informally, and in subjects such as science and physical education procedures have developed further. In several subjects, however, there is only limited recording of the progress made by individual pupils, particularly in terms of their development of skills in those subjects. Portfolios of work are being built up for all subjects and those completed in writing and physical education, for example, are very useful.
42. Pupils with special educational needs are assessed regularly and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is used very effectively to provide suitable new work for the pupils. Similarly, those pupils who are potentially higher attainers are supported well.
43. Procedures for the assessment and recording of progress in the nursery and reception classes of the school are very good. They are used diligently by all adults in these classes, providing records that build systematically upon the knowledge and skills children have when they enter the school. The team of teachers, nursery nurses and others who assist observe the children closely as they learn and build on the knowledge gained to develop, for instance, the children's communication, language and literacy skills. The staff analyse their regular recordings of progress in all areas of learning and use the knowledge gained to provide meaningful and creative opportunities that will lead to further progress for each child.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents view the school as a very good one and are overwhelmingly positive about the work it is doing. It is evident that there is an excellent partnership with parents, who feel fully involved in the education of their children.
45. A high proportion of parents replied to the pre-inspection questionnaire and their responses, along with those at the meeting with the Registered Inspector, present a very positive picture. Nearly all parents expressed satisfaction with all aspects of school life, but, in particular, they gave very strong support for the leadership and management and how approachable the school is if parents have questions or problems. They feel teaching is good and there are high expectations for children to achieve their best. Parents also voiced strong approval for the community feel of the school, the links with the local special school and the provision for children with special educational needs. No significant issues were raised by parents, except as indications of individual concern.
46. The effectiveness of the school's links with parents is excellent. Information provided by the school is very good, with information about school activities and events communicated very well through the prospectus, governors' annual report and regular newsletters. Good written reports on each

child's progress are provided once a year, stating clearly what a child knows and understands in each subject and where improvements could be made. Formal opportunities to discuss progress are held twice a year and all parents attend these or talk to teachers on other occasions. Teachers are always available at other times if parents have concerns.

47. Parents are fully involved in the work of the school and make a very good contribution to children's learning at school and at home. There is an active friends' association, which raises funds for extra resources and organises social events for adults and children that are always well attended. Significant numbers of parents are involved actively in the work of the school. Some attend courses to learn about the teaching of literacy and numeracy and help to produce learning resource packs. Many help in class with reading or with practical tasks. There is full parent representation on the governing body and several parents are employed in the school. Most parents support their children well in reading and homework. The reading diaries provide a good means of communication between home and school. Parents of pupils with special educational needs are kept fully involved in the reviews of their children's individual education plans, so that they are well aware of the provision being made and speak highly of what the school does.
48. Since the previous inspection, the school's efforts to ensure that parents are fully involved in their children's education have resulted in the development of an excellent partnership between school and home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school has a strong sense of educational direction and is very well managed. The headteacher provides excellent leadership and is very well supported by the deputy headteacher and all staff, teaching and non-teaching. All of the co-ordinators have clear ideas about the continuing development of their subject or other area of responsibility, and they support their colleagues well. Their role has continued to grow since the last inspection, when it was judged to require further development and they now play an important part in the school's management and planning processes. They and the headteacher undertake useful monitoring of teachers' planning. They also monitor classroom practice and undertake regular reviews of pupils' work; this has proved effective in raising standards. As part of the arrangements for performance management, the headteacher and deputy headteacher also monitor teaching. The senior management team and the co-ordinators for English, mathematics and science monitor the school's performance thoroughly against national and other statistics and the results of the monitoring are presented to the governing body. All teachers undertake a review of their work each half term for the headteacher and also have an annual review meeting with him. The school clearly has the people, systems and whole staff commitment to ensure that it will continue to improve.
50. All members of the governing body are firmly committed to the support and development of the school. They are very well informed about the relevant aspects of school life, the standards being achieved and the progress made by pupils. Several have served the school well as governors for a considerable period. They discharge their duties effectively through a system of committees and all meetings of the governing body and its committees are minuted properly. Responsibility for monitoring and supporting the provision for pupils with special educational needs, literacy, numeracy, the Foundation Stage, and health and safety has been allocated appropriately to individual governors, each of whom provides a useful link with developments in these areas. Links have also been established with all subjects and classes, helping to ensure that the governing body has an excellent awareness of the school's needs. Many governors, including the chair of governors, have regular contact with the daily life of the school. Statutory requirements for the National Curriculum, the locally agreed syllabus for religious education and other aspects of school life are met, but a few details of required information have been omitted from the school prospectus and the governors' annual report to parents.
51. The quality of financial planning is very good. The school manages its budget efficiently and spending is related clearly to the raising of educational standards. Careful records of expenditure are maintained. No audit has taken place since the time of the last inspection, but the minor issues raised then about procedures have all been addressed satisfactorily. The governors and

headteacher monitor the school's financial position carefully and are well supported by the school secretary. They have a keen awareness of the need to ensure best value and to evaluate the cost-effectiveness of spending decisions. For instance, because of the rise in pupil numbers and extra funding that has been received for various purposes since the budget was set, a substantial surplus had accrued. Clear plans were drawn up by the headteacher for ways in which this might be used and, after considerable debate in the governing body, the decision was taken to enhance staffing in various ways. This will reduce the surplus significantly in a way that is of direct benefit to the pupils and the effectiveness of the decision is being monitored carefully by the governors and headteacher. All specific grants given to the school, including those for the support and training of teachers and for the raising of standards, are identified appropriately, and very good use is made of the various elements of special funding the school has attracted.

52. The school development plan is a practical document, which is focused appropriately on the raising of standards. It provides appropriate detail about the priorities agreed, with indications of costing and of success criteria. It is proving effective in helping the school to meet its goals. The plan covers a four-year period and discussion is already beginning about the next four-year plan. Responsibility for the approval of the plan lies clearly with the governing body and governors and staff are involved well in monitoring its progress and in its subsequent evaluation. There is an appropriate system of consultation during the preparation of the plan.
53. The management, by the special educational needs co-ordinator, of the provision for pupils with special educational needs, is excellent. The new Code of Practice has been introduced very successfully. Pupils are identified quickly, through a variety of procedures and placed on the special needs register, which the school has chosen to retain. Pupils are provided with individual education plans that set very clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special needs co-ordinator keeps detailed and extensive records and the progress made by the pupils is checked carefully. The governor appointed to monitor the school's provision for pupils with special educational needs carries out her work efficiently, effectively and thoughtfully.
54. The school is well staffed with suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively and to meet the needs of all pupils, particularly since the decision was implemented to employ more learning support assistants and an extra part-time teacher. The teachers have a good balance of expertise and experience. Two classes are taken by teachers who each have them for half of the week. This appears to work well, and the pupils benefit from the particular strengths that each of the teachers brings. Good use is made of visiting specialists in music. The school has not experienced difficulty in recruiting teachers.
55. The qualifications and experience of the support staff are well matched to the demands of the curriculum. The partnership between teachers and classroom support staff has a positive impact on the learning of pupils and contributes to the continuing improvement in standards. The administration of the school runs smoothly and unobtrusively and all the adults involved in its life work very well together as a supportive team for the pupils. Correspondence is dealt with promptly, although the school finds it frustrating to have to supply very similar information to various bodies at different times. Systems and practices are effective in ensuring that the school's day-to-day life is well-ordered, providing a calm and pleasant atmosphere in which pupils can learn. Relationships between the staff and the pupils are excellent.
56. The school has good arrangements for meeting the professional development needs of all staff. The training undertaken is clearly focused on supporting the priorities of the school improvement plan and improving the quality of teaching and provision. For example, the school has made effective use of training opportunities to prepare staff for the national initiatives in literacy and numeracy and for the development of the Foundation Stage, providing the basis upon which standards in these areas have improved significantly. There are good arrangements for the induction of new staff, including non-teaching staff, and the scheme for performance management is fully in place.

57. The school makes efficient use of the resources available to it. It has spacious and pleasant grounds and a collection of buildings that ranges from two that formed the original school to a recently added demountable block. Every effort is made to ensure that the buildings provide a pleasant environment for learning. For instance, there are attractive displays throughout the school, which celebrate good work and enhance the quality of learning. However, the school has significant concerns about some aspects of its physical environment. Provision for the Foundation Stage, for instance, is inhibited significantly by its location in a building that is not really suited for the education of young children, with a lack of direct access to outside play, poor toilet accommodation and a generally shabby appearance. The teachers work very hard to overcome these deficiencies, making the block as attractive as possible with colourful and often dynamic displays, but their job is made even harder at present, since the nearby hall has had to be taken out of action because of flooring problems caused by damp. This means that there is no effective covered provision for outside activities for either class, and all of the Foundation Stage children have to be taken a long way to the main school hall for physical activities. Ironically, one of the newer blocks, purpose-built for junior age pupils, provides classrooms that are very limited in size for the numbers of pupils at this stage of education, placing significant restrictions on the range of practical activities that can be accomplished without difficulty. Again, this places an extra burden on the staff, who work hard to ensure that all requirements of the National Curriculum are met. The development of the central area in this block as the ICT suite, though making this facility useful and accessible, helps to confirm the feeling of over-crowding. The governing body has a clear view of the accommodation needs of the school and has an appropriate list of priorities for improvement within the resources available. For example, one of the outside play areas is shortly to be re-surfaced, and the other is to be repaired, removing potential hazards that are evident at present. At the same time, aspects of access will be improved. With the assistance of the Friends of Gillingstool, new play equipment, safer surfacing and an extended garden area are to be provided for younger children. However, a longer-term and comprehensive review of the school's accommodation needs is necessary to address the other short-comings.
58. Overall, the provision of learning resources is good. The Foundation Stage is generally well resourced, although neither class has direct access to its outside play area and much of the furniture in the nursery and reception classes is out-of-date and unwieldy. The provision of the ICT suite and the availability of computers in each class have meant that provision of ICT hardware is good and good software resources are readily available in school. Very good use is made throughout the school of the new technology available. The quality of the library provision means that pupils in both key stages are able to have proper access to and make good use of an attractive resource for learning. Resources for all subjects are good in both quality and quantity. Very good use is made of visits, visitors and the school's immediate environment to extend the pupils' learning and enrich their experience. Resources to support the work with pupils with special educational needs are very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise standards further, the governors, headteacher and staff should:
- i. seek to improve standards of writing further in Key Stage 1:
 - by ensuring that pupils are encouraged to use consistently, in all subjects, the skills of handwriting, spelling, punctuation and presentation they have learned;
 - by the regular monitoring of learning in the classroom and of the progress they are making through the sampling of completed work (see paragraphs 3, 69, 72, 74, 95, 98);
 - ii. complete the development of assessment and recording arrangements for science, religious education and the foundation subjects (paragraphs 41, 84, 88, 96, 99, 104, 108, 116); and

- iii. in partnership with the local education authority, undertake a careful review of the school's accommodation needs, with particular reference to provision for the Foundation Stage and Key Stage 2 (paragraphs 57, 58, 66, 67, 88, 92).

Each of these items has already been identified in the school's development plan as an area for further work.

Other issues that should be considered by the school for possible inclusion in the action plan:

- Ensuring that all required information is included in the school prospectus and the governors' annual report to parents (paragraph 50).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	18	23	10	0	0	0
Percentage	4	34	43	19	0	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 almost two 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)	21	162
Number of full-time pupils known to be eligible for free school meals	-	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	2	7
Number of pupils on the school's special educational needs register		50

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	28
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.33

National comparative data	5.6
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National comparative data	0.5
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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
		2001	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	6
	Girls	13	10	12
	Total	19	15	18
Percentage of pupils at NC level 2 or above	School	95 (80)	75 (84)	90 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	7	7
	Girls	12	11	12
	Total	17	18	19
Percentage of pupils at NC level 2 or above	School	85 (80)	90 (96)	95 (92)
	National	85 (84)	89 (88)	89 (88)

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
		2001	14	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	16	12	16
	Total	30	25	30
Percentage of pupils at NC level 4 or above	School	88 (87)	74 (77)	88 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	13	12	12
	Total	25	24	26
Percentage of pupils at NC level 4 or above	School	74 (53)	71 (55)	76 (67)
	National	72 (70)	74 (72)	82 (79)

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

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	199
Any other minority ethnic group	4

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)	8.5
Number of pupils per qualified teacher	19.1
Average class size	23.1

Education support staff: YR– Y6

Total number of education support staff	10.0
Total aggregate hours worked per week	176

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	21
Total number of education support staff	3.0
Total aggregate hours worked per week	57
Number of pupils per FTE adult	7.0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	2001/02
	£
Total income	524527
Total expenditure	535002
Expenditure per pupil	2730
Balance brought forward from previous year	77354
Balance carried forward to next year	66879

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	1	2	0
My child is making good progress in school.	64	32	2	1	0
Behaviour in the school is good.	55	40	2	0	2
My child gets the right amount of work to do at home.	45	40	2	2	2
The teaching is good.	73	24	2	2	0
I am kept well informed about how my child is getting on.	61	34	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	77	19	4	1	0
The school expects my child to work hard and achieve his or her best.	71	25	2	0	0
The school works closely with parents.	57	33	6	1	2
The school is well led and managed.	80	16	2	0	2
The school is helping my child become mature and responsible.	63	33	2	1	2
The school provides an interesting range of activities outside lessons.	55	32	5	0	6

Where lines do not total 100, this indicates the effect of rounding and/or a proportion of nil responses against that statement.

Other issues raised by parents

All issues related to the items above. The responses from parents were almost entirely positive, with one or individual concerns mentioned.

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

60. Since the time of the last inspection, the Foundation Stage, which includes the nursery class and the reception class, has become a strong feature of the school. It now works very well as a unit, has common policies and its practice ensures progression between the two classes. Its co-ordination shows vision. The organisation of all learning opportunities and the teaching and learning that take place are of a consistently high quality. The curriculum is lively and stimulating. The children enjoy learning and are happy in the secure environment provided. The adults working in both classes form a strong team to support learning and have a clear knowledge of their roles. There have been substantial improvements in planning and in the assessment of learning. These are now very good, with useful continuity between the nursery and reception classes. The quality of teaching and learning, the consequent progress made by the children, and their attitudes, are consistently good and sometimes better. This shows much improvement since the previous inspection.
61. Almost all children entering the reception class have experience of pre-school education, the majority in the school's own nursery. Careful arrangements are made for their entry into the nursery, so as to make the transition from home to school effectively. The teachers make very good provision for children in the nursery and reception classes, in those areas over which they have control, but provision overall is limited by the deficiencies of the buildings. The children follow the curriculum for the Foundation Stage which covers six areas of learning and, as the children reach the early learning goals or targets, they are introduced to the National Curriculum. Learning is based on high quality, first-hand experiences to develop the children's communication and language skills and there are high expectations, with considerable commitment shown by all those involved. The children's levels of attainment are assessed soon after entry and vary considerably from year to year. Although a significant minority of children show average skills in all areas of learning, the levels of most are below that, particularly in competency and confidence in communication, language and literacy skills, with an impact on the development of some mathematical skills that depend on language. The children develop their skills well and make good gains in learning in all areas and, by the time they enter Year 1, almost all achieve the desirable learning outcomes in all areas, with a significant number this year who are above that level. All make a smooth transition to the National Curriculum programmes of study, at which many pupils in the reception class were already working at the time of the inspection.

Personal, social and emotional development

62. Almost all children make good progress and meet the early learning goals before they are five, although a few find it difficult to initiate new ideas. The team of adults in the nursery and reception class create a happy and ordered environment and the quality of teaching, learning and provision in both classes is very good. The staff provide good role models and listen to and value each child's answers, giving regular praise and encouragement. They build up secure and trusting relationships between the children, their parents and themselves. The children understand what is expected of them and respond well to the consistent expectations. They are polite and friendly, and, with encouragement, learn to share equipment and take turns, as when passing a dish of fruit at milk time. The interaction between children and adults is very good. The children work well in groups and settle to tasks quickly, as when playing the 'Monster Teeth' game in the reception class. They sustain interest for lengthy periods, in both classes, as in the nursery when they have planned to make models from construction apparatus or to play at the sand or water. They move around the nursery to use the activities with confidence and show independence when using resources. In the reception class, they use planned opportunities to work at an activity of their choice very responsibly, placing their photograph by their chosen activity and nursery children use an equally effective pictorial system. Behaviour is very good, with the children developing a clear understanding of right and wrong and showing respect for their environment. Milk time in the nursery is an enjoyable occasion. The children sit in small groups, with an adult, to share fruit and

conversation and so develop their social, communication and language skills. Children in the nursery also benefit from a weekly shared activity with children from the special school.

Communication, language and literacy

63. When the children start school, a few have well developed speaking and listening skills, but many need help. The adults share closely in the children's learning in groups, listening to them and extending their language. Most children can hold a conversation with an adult, some using short phrases, by the time they leave the nursery and most listen carefully. All are able to follow simple instructions. A few use interesting words such as 'fragile' in relation to a toy shark's fins. The staff monitor the children's developing skills closely and work sensitively to build up confidence. There are many good opportunities for children to talk and to listen in the nursery, but sometimes, when they are together as a whole class, the sessions are a little lengthy and strategies are needed, so that all of the children are able to take their turn to listen more readily. By the time they are five, most children are confident to talk about the interesting experiences that are planned, but a few still find this difficult. A few can explain their thinking clearly, as when discussing animals' teeth and about half can ask questions confidently. Although most children are in line to reach the learning goals in this area, as a whole, there is a significant number who are not yet at that level, even though each makes good and, sometimes, very good progress throughout the Foundation Stage. All respond well to stories read expressively to them in both classes. For instance, the nursery children respond with joy at the story of a rain puddle. All enjoy books and most point to the pictures when sharing them with adults. A few can tell the story, from the pictures, laugh at the funny parts and use the sounds of several letters. Most children in the reception class read fluently and use their knowledge of phonics and other strategies to help with unfamiliar words. Their skills are above those expected. A few read longer texts accurately and with expression, using punctuation increasingly well. All enjoy fiction and non-fiction books and parents give very good support to developing their children's reading skills.
64. At the end of their time in the nursery, a quarter of the children are able to write their name independently and most recognise it and a few sounds. In the reception class, most children write in a cursive, neat and consistent style, using carefully formed letters in all their work. Most are beginning to use capitals and full stops in their writing, use their knowledge of phonics to try words successfully and write several sentences in stories about 'The Selfish Crocodile'. A few write stories, such as 'The Slug's Trail', with good sequence and interesting words. There are good resources to support writing and writing corners in both classes, often linked to role-play activities, to ensure a clear purpose for writing and strong motivation. The provision made for the children to develop their language skills is very good and a good range of interesting and attractive books and other resources is used well. The quality of teaching and learning is good, because of the strong emphasis on the acquisition of skills, particularly for speaking and listening, delivered through well planned, first-hand experiences, using good questioning.

Mathematical development

65. The children make good progress in their mathematical development and almost all achieve the early learning goals by the time they are five, with a few who achieve more than those and can explain their mathematical thinking clearly. Many enter the nursery without the necessary language of number and adults in both classes work hard to ensure that they gain this and understand concepts such as 'more than', which all children in the reception class do. A few children know numbers that are less than 6, including zero, independently and most do so with support and prompting. When placing numbers on a large clock face, some were able to use their knowledge of 'less' and 'more'. All are beginning to see the pattern of number and identify the tens on a large hundred square and many can count in tens successfully. Most reception class children understand the process of addition and some that of subtraction, when answering simple problems. For instance, a few can place 9 cars in 3 garages confidently in different ways, when working in books. Mathematical skills are taught carefully and consolidated well and the teachers have high expectations. In the nursery, most children can count to ten and a few more than that, but find words that explain the position of items difficult to understand. Planned and incidental

opportunities are used well to develop the children's mathematical skills and concepts, as when children in the reception class worked out how many children fitted along a snake skin. The nursery children enjoy joining in with number rhymes, such as one about 'five fat fish and a shark', and study the patterns of zoo animals. Well-planned teaching is matched carefully to the children's needs and defines clearly what is to be learned. The quality of teaching is good. There is a good balance of teaching and opportunities for independent work. Good resources are used well in both classes and the pupils consolidate their learning, when sorting, matching and making patterns. The language of mathematics is developed carefully and teaching, learning and provision are good.

Knowledge and understanding of the world

66. The children in both classes make good and, sometimes, very good progress and show much curiosity and wonder. Teaching and learning are very good and almost all reach the early learning goals in almost every aspect, with some achieving higher than that. The children are introduced to enjoyable experiences, from which they learn well. In the nursery, they make and use their huge Mr Gumpy car with its amazing working parts, the latest in a series of fascinating inter-active displays. They observe carefully as a moth forces its way out of a cocoon. Children from both classes have opportunities to try on turtle shells, feel the soft fur of Reggie Rat, or the spikes of a bearded dragon. The older children solve problems and use technology when they plant flowers in boxes, drill holes for screws and dig holes in which to plant. Their study of mini-beasts was based on careful observation and use of lenses and resulted in colourful paintings of insects. The children are encouraged to develop a good awareness of the world around them when, for instance, building trains from construction kits in the nursery or playing in the hospital in the reception class. They show curiosity as they investigate a range of animal skulls, noticing the similarities and differences of the teeth. A few suggest reasons for their difference, but many still find it difficult to ask questions about why things happen or how things work, although encouraged to do so. They explore and select materials as they cut, stick, paint, saw, hammer and drill in the nursery. They enjoy using the computer and show developing control in their use of the mouse, with a few of the nursery children able to change colour and size of font when writing their name. They realise that 'you have to wait for it to come out' from the printer. In the reception class, they use information and communication technology to find which things will rot underground and point and click to list items of medicine in their role-play, then print off prescriptions. In the nursery, the children use the class camera confidently and independently, once taught how it works, and photographs are displayed for parents to take pride in. Children in the reception class solve problems about the speed of toy cars going up and down a ramp, with good involvement by a nursery nurse. They explained that they could make the cars go up the ramp, but that they came down more quickly. The staff use the possibilities of the outdoor environment regularly and plan carefully to provide opportunities for children to observe and explore, as when the nursery children filled buckets and spray containers and used brushes to see the effect of water on outside surfaces and to notice the changes. The children use the space outdoors confidently, and show curiosity and wonder in the activities. Work is lively and motivating and challenges the children. Provision is very good overall, but, because of the constraints of this old building and the lack of suitable covered areas, continuity of learning is only possible at a cost in time and energy to the staff, who often have to bring large amounts of equipment back in unused because of weather conditions.

Physical development

67. The children's physical skills are generally good and the overall standard of attainment is above that expected by the age of five. Good teaching ensures that the children have ample opportunities to develop skills in the manipulation of tools and using construction toys. They make good progress in their learning, as when children in the reception class concentrate when putting handles on their paper bags for the fruit shop and use glue and staples to attach them successfully. They move with confidence and good spatial awareness in the familiar environment of the nursery. Commercial construction kits and jigsaws of increasing difficulty are used with confidence and tools, such as scissors, pencils and painting brushes, are handled increasingly well. Adults provide a range of interesting cutting and sticking activities in the nursery and for the

older children. The children in the nursery have opportunities to move to different kinds of musical rhythms, but it is only in the reception class that most develop the imagination to match their movements to music and are able, for instance, to float around the rooms as balloons when they dance. Access to outside areas is possible for both classes, but is not direct and provides problems; that for the reception class is unable to be fenced. In the nursery, all ride tricycles with control and most can manage bicycles. Most can run and jump and are beginning to hop, although they find skipping more difficult. They can throw balls and some are able to catch them with some success. Early in the reception year, the children show control and co-ordination in their movements on inside apparatus, when balancing on the bars, climbing on and under the frame. They have a good awareness of how to use their arms to support weight. There are suitable resources for crawling, climbing and other indoor and outdoor play facilities, with good provision overall in this area of learning, but the nature of the outside accommodation is less than satisfactory.

Creative development

68. Attainment in creative skills is at the level expected nationally by the end of the Foundation Stage and develops well from when the children enter school, with many lacking imagination or the necessary language for play. This progress takes place because stimulating learning experiences are used and there is time for the children to develop their use of language alongside their skills of imagination, in both classes. Very good use is made of play in role; for instance, in the reception class, where a hospital and separate surgery provide very good opportunities for children to be doctors, nurses and patients. They take their roles confidently, using creatively planned apparatus in their play and developing their imagination well, with one stating, 'I'm better at everything now'. ICT is used well when children print off prescriptions they have accessed on the computer and sign them realistically. There are some excellent resources, which involve the children fully in their play and the adults know when to intervene and when not to do so. For instance, in the nursery the children wear life-jackets and use oars to row a full-sized boat, 'The Jolly Bob'. They wind in a real fishing line safely and adults who come to join in are told politely, 'Excuse me, not enough lifejackets'. The children develop their social and language, if not survival skills and summon help saying, 'The boat's sinking, ring 999 or drill a hole'. Provision, and the quality of teaching and learning here are very good. The children make good progress in expressing their feelings and ideas through experiences in art, craft, and music. In the reception class, the children show a good understanding of colour when mixing colours and when painting their mini-beasts brightly. They print with care for their large and impressive picture of an ark and learn how paint makes patterns when blown through straws. In the nursery, the children enjoy singing nursery rhymes, songs and action rhymes, such as 'The Banana Song' and make loud and joyful music as they sing and play their 'Goodbye, everyone' song. A few sing tunefully and all do so with enthusiasm. The children's attitudes are good and, sometimes, very good.

ENGLISH

69. The results of the 2001 National Curriculum tests at the age of 11 showed that the pupils who left last year were well above the average nationally in English. The proportion of pupils attaining Level 5 was also well above the average. The results achieved by boys continued to exceed the national figures for boys significantly, with girls' results in line with the national average for girls. Results in reading for the pupils then aged seven were well above the national average overall and for the numbers of pupils attaining Level 3, but below average in writing. Standards in reading have improved since the previous inspection, but those in writing have not matched the overall improvement in results seen nationally. The findings of the inspection indicate that the projected results for this year's 11-year-old pupils, although not as high as last year, will clearly show considerable added value, in line with the high expectations the school has for all pupils. The results in reading for this year's seven-year-olds, although not likely to be as high as last year, will show improvement on the standards at which pupils entered the school. Standards in writing also indicate progress since pupils entered the school and are expected to show improvement on the figures for last year, reflecting the way the school is placing extra emphasis on its development. In both reading and writing, standards are broadly in line with the average. Both reading and writing

are now judged to be broadly in line with the national average. Although the profile of the present Year 6 class indicates that boys are still likely to out-perform girls overall, this does not appear now to be a significant issue, but is one about which the school is constantly alert. The progress made by pupils, including the higher attaining pupils, throughout the school is generally good. This is an improvement since the last inspection when, for instance, the standards they achieved in handwriting were judged to be unsatisfactory at the end of both key stages. All pupils with special educational needs make very good progress towards the targets in their individual action plans, often with support from teaching assistants. Teaching and learning have improved and are now good overall in Key Stage 1 and very good in Key Stage 2. The response of pupils to the subject matches this, again pointing to improvement since the previous inspection.

70. The pupils' attainment in speaking and listening has been below average for many of the pupils who have entered Year 1 in the past. The school has worked hard to raise these levels as the children go through the school and is now doing so well for the children in the Foundation Stage. As a result of the effective identification of needs and the provision of a specific teaching programme this year, these skills are improving for pupils in Years 1 and 2 and are roughly in line with those expected at seven and securely so at the age of eleven, with a minority of pupils in each year group who are above that. Most pupils in Years 1 and 2 now are eager to share their ideas, which they did, for instance, with the remainder of their large group on the theme of water. Lower attaining pupils work creatively with a learning support assistant to produce a picture for a sea setting and others are able to use words such as 'transparent' to describe a river. All pupils think of sentences to describe their 'Glittering river' story. The teachers in Key Stage 2 work very hard to ensure that the pupils develop their speaking skills in class as they move through the school. By the time the pupils are 11, each can hold the interest of a visitor well with their quick, relevant and often perceptive interchanges in twos or threes, showing exactly how their thoughts are developing. They listen closely to the teacher and to other children, and voice their opinions politely but based on the opinions they have been challenged to hold. The teaching of speaking and listening throughout the school is of a high standard. Brief written guidelines are needed to ensure consistent development of these skills in each class and can be based on the good practice already within the school.
71. Across the school, pupils develop a love of reading and usually achieve good standards by the time they are seven and 11. They are confident in handling a wide range of books and begin to enjoy fiction and non-fiction material from an early age. Their knowledge of how books work and the libraries that hold them is good and in each key stage the pupils use non-fiction well to find the information they need. In Year 1, most can read accurately and with understanding and show the use of more than one strategy as they read. At the end of Key Stage 1 this year, most pupils can read accurately, with some fluency, enjoy reading and use a range of strategies when meeting words they do not immediately know. They use their knowledge of phonics well. By the time they are 11, most use good expression when they read, are able to quote text in support of their views about a book and understand how authors can, for instance, build up suspense. They read books regularly in a series, by the same author, or on others' recommendations. Pupils with special educational needs make very good progress because of the support they receive and the additional activities, such as use of the 'Star Spell' programme in Year 6, to reinforce word patterns and rules for reading and spelling words regularly. However, a significant number still read with some hesitation, although gaining in fluency. The teaching of reading, including guided reading, is good in each class. The teachers encourage parents to be involved in their children's learning and this has a positive effect. Pupils use their reading skills to undertake research in subjects such as geography, history and science and the use of information and communication technology to develop these skills has a positive impact on standards.
72. Last year the level of writing by the time the pupils were seven was well below average. This year there is an improvement in standards, which are now in line with the national average, with a few pupils above that level. By the time they are seven, all make at least satisfactory progress overall. Most now use interesting words increasingly in their writing, because of the concentration on this by teachers. Some make good or better progress, including those with special educational needs. In Year 2, a few write thoughtfully about mini-beasts, with one expressing the idea, 'I can smell the strawberries growing in the wood'. Most wrote facts, in sentences, to answer questions about

where Katie Morag lived and what she did, linked with work in geography, but they sometimes forget to use sentences as they write at more length. Instead, they often link their thoughts with 'and', with only a few in the sample of work remembering to use 'but' or 'then' independently as they had been taught. Although there is good evidence of phonic work helping them with their spellings, the older pupils do not always write words they know accurately. They have been taught in handwriting lessons to form letters properly and can produce joined writing, consistent in size, but the written work in their books and particularly on worksheets often does not reflect this. In Year 1, pupils are now making good progress. Most are beginning to write six or seven lines of writing independently. They use simple punctuation, such as capitals and full stops and spell a range of simple words correctly. Their knowledge of phonics is used increasingly to spell other more interesting ones in their stories, for instance about monsters. The handwriting of most is consistently well formed and neatly presented. In Key Stage 1, the teaching of writing, including handwriting, is improving and is now good overall, but occasionally lessons do not target sufficiently specifically what is to be developed or make this clear to pupils. Consequently, some do not make the consistent progress they might in all areas of their written work. By the time they are 11, the standards of the present pupils are in line with those expected nationally, with a significant number above them. All of the Year 6 pupils worked together well to compose Haiku poetry that was thoughtful and reflective, using imagery and metaphor well in order to be creative in their writing. Many became aware of the symbolism involved and all were clear about the rules and the structure required. A few pupils, when setting the scene for a coming earthquake, use language such as 'Pale golden sun, hung joyfully in a clear blue sky'. Most Year 5 pupils are able to quote passages from letters to justify whether they are friendly and informal or contain features of a more formal layout, with language such as 'with deep regret', which they identify as a powerful phrase, evoking sadness. Many pupils in Year 5 already use short sentences to add suspense and use regularly alliteration and appropriate punctuation, such as apostrophes for possession. Year 4 pupils' poetry about ponies uses powerful phrases. The teaching of literacy, including writing and presentation, is impressive in Key Stage 2 and a considerable improvement since the last inspection. Information and communication technology is developing as a tool that pupils can use readily in their English work, such as in word-processing.

73. The quality of teaching is good overall in Key Stage 1 and most lessons seen during the inspection were at least good. It is consistently very good in Key Stage 2, with excellent lessons on two occasions. The pupils' attitudes are usually very good throughout the school. The planning and organisation for lessons are good in each class and the teachers are usually specific about what they are going to teach and have the knowledge and understanding to teach the basic skills required. In all classes, the pupils have very good relationships with their teachers, who know them well. The use of learning support assistants is very good and in all classes they work closely with the teachers to teach skills and assess learning. Their contribution has a positive impact on standards. The use made of homework throughout the school is very good. In Key Stage 1, very good use is made of a range of resources to extend the pupils' language skills. For instance, taped music of the sea provides stimulus for Year 2 pupils to discover new and interesting words to use in their writing and Year 1 pupils use white boards to consolidate their knowledge of phonemes successfully in pairs. The use of targets, for which the children in Key Stage 1 can aim realistically, is developing and is sometimes very effective. The sessions at the end of lessons where work is reviewed are successful in valuing pupils' contributions and helping to move learning forward. Teachers intervene well during lessons to support learning, but occasionally there is insufficient time for writing because introductory sessions have been lengthy or pupils are a little unsure of what they are to do and so do not focus immediately on the specific learning intended. In Key Stage 2, the pupils are challenged consistently by the high quality teaching of literacy and other skills, which motivate and interest them and which are reinforced across the curriculum. Their behaviour and application to work are very good indeed and they show pride in what they produce. Their response is very good. In Year 5, the pupils were fascinated when they attempted to write dialogue in the style of James Berry, an Afro-Caribbean writer and pupils in Year 4, similarly, when writing spooky stories in the first person and past tense, in the style of Edgar Hyde. The methods and strategies the teachers use are very good. For instance, teaching is adapted to the needs of the pupils throughout lessons, by means of careful questioning and the constant use of partner work, which identifies what pupils are thinking as they explain to the class. The teacher can then add extra steps in learning as necessary. The pupils have to put

in continual effort to achieve as they do in lessons, but are fully involved in what they are learning, know the targets the teachers and assistants set for them as a class, in groups and individually and have regular feedback about how they are doing. The marking of work is impressive and is an important factor in their motivation and the desire to reach the high expectations set.

74. The co-ordination of the subject is impressive in its thoroughness, contributing directly to the improvement seen by the time pupils leave the school. The co-ordinator has a good overview of needs and clear vision for the subject. There has been careful and detailed analysis of work and of results in Key Stage 2 and work has been monitored regularly, resulting in considerable improvement in standards in recent years. Teachers in this key stage, in particular, have been supported well and there has been a positive impact on both teaching and learning. Standards in Key Stage 1 in writing and in speaking and listening are improving, but there has been less monitoring of this stage. In order to improve standards further, additional monitoring of the learning that takes place in the classroom and through completed work are necessary. The school follows the national strategy for literacy and uses many intervention strategies to support pupils' learning in, for instance, phonics and spelling. Good use is also generally made across the curriculum of opportunities to support the development of the pupils' literacy skills. The use of the two libraries and the teaching of information and research skills, for instance, are much improved in both key stages. Pupils in Key Stage 1 have improved access to the library, and the supply and quality of books is now good and much improved. The homework provided is helping to improve standards and motivation, because it is systematic, thorough and well marked. Its provision enables parents to be more involved in their children's learning. Parents have also found the sessions explaining the English curriculum very helpful.

MATHEMATICS

75. Standards at the age of both seven and 11 are broadly in line with the national average. In the National Curriculum tests in 2001, standards were also in line with the average at both ages. The current Years 2 and 6 have significant numbers of pupils with special educational needs and both classes also have a number of pupils who have joined the school during the key stage. Taking into account the prior attainment of the pupils who have been in the school throughout, pupils generally are making good progress and those with special educational needs are making very good progress. At the time of the school's previous inspection, standards were also reported to be broadly average at the ages of both seven and 11. Standards have, therefore, been at least maintained. In recent years, boys have performed consistently better than girls to a greater degree than that seen nationally. The school is fully aware of the situation and is using various strategies, such as a girls' mathematics club, to attempt to address it.
76. At the age of seven, pupils undertake an appropriate range of practical and problem-solving activities, although a small number of pupils have difficulty in finding the correct language to explain their work clearly. Almost all pupils can count to 100 and many can identify odd and even numbers confidently. A small minority of pupils have some difficulties identifying place value correctly. Almost all pupils write and order their numbers correctly. However, a small number of pupils occasionally reverse the digits. The majority of pupils have a suitable understanding of addition and subtraction and, although a small number are less certain in tackling exercises involving multiplication, many can carry out exercises using the 2, 5 and 10 times tables successfully. Most pupils show a secure understanding of halves and quarters, money, in the context, for example, of simple shopping bills and time on the hour and half-hour. Many pupils can name correctly a range of two- and three-dimensional shapes and identify various properties, such as the number of sides. Higher attaining pupils are confident in identifying symmetrical shapes. In measuring activities, most pupils are able to explain and use various standard and non-standard units of measure. Pupils collect data on, for example, their pets or their favourite fruit and they produce simple graphs to display their findings.

77. At the age of 11, pupils undertake a variety of practical work, but a minority have difficulties in tackling problem-solving activities because of some limitations in their understanding of mathematical language. In particular, they find it difficult to identify the correct form of computation required to answer a problem. Almost all pupils are confident in undertaking work in addition and subtraction and they have a clear knowledge of place value to seven figures. However, a number of pupils lack confidence in repeating the tables and this has an adverse effect on their ability to undertake tasks in multiplication and division successfully. Pupils have been introduced to decimals to two places, and many are able to use them accurately in the context of measurement and money. The majority of pupils have a clear understanding of fractions and many can identify equivalent fractions. Most pupils are confident in using co-ordinates in the first quadrant, and higher attaining pupils produce work successfully, using all four quadrants. Almost all pupils can tell the time accurately, using both the 12- and 24-hour clock. Most are able to calculate the area and perimeter of simple shapes. Pupils identify successfully a variety of angles, such as acute and obtuse angles and a number of pupils can measure angles to the nearest degree. Pupils collect data on a variety of issues, as in Year 4 where pupils collect information on numbers of vehicles and in Year 6 where pupils gather information about preferences for drinks. They produce a range of suitable graphs successfully to illustrate their findings. However, a significant minority have some difficulties interpreting the information contained in the graphs. A majority of pupils understand the concept of probability and they use the appropriate language successfully in their work.
78. The quality of teaching and learning is good and examples of very good teaching and learning were observed, an improvement since the previous inspection. Lessons are planned carefully, based on the pattern of the National Numeracy framework. In particular, teachers make careful allowance for the provision of practical and problem-solving activities, recognising this as an area for development in pupils' work. Teachers usually plan well to ensure the provision of work to suit pupils' particular needs and this helps pupils proceed at a pace and level that are suited to them. Very occasionally, all pupils are presented with the same activities, which lower attaining pupils then find difficult. All teachers make good use of mental activities at the beginning of lessons, and they are also very aware of the need to extend pupils' mathematical vocabulary, being careful to address this issue during lessons. Teachers provide many opportunities for pupils to work in pairs and the discussion that takes place develops the pupils' ability to use the language of mathematics further. Teachers have good subject knowledge, provide clear instruction and give much well directed support. As a result, pupils, including those with special educational needs and the higher attainers, make good gains in their knowledge and understanding. Where teaching is very good and where, for example, subject knowledge is particularly secure, the lesson is especially brisk in pace and pupils are challenged consistently, making very good progress in their mathematical knowledge. Most pupils enjoy their work, the mental activities in particular and this has a significant effect on their learning. They settle to their written and practical tasks with interest and enthusiasm, work well with other pupils, know what they are expected to do and make appropriate efforts to accomplish their tasks. Pupils are well behaved and often very well behaved and this enables them to concentrate well and contributes towards their progress. Teachers hold very useful plenary sessions to check pupils' understanding and celebrate some of the work done. Pupils, especially those in Years 3 to 6, are usually most careful with the presentation of their work. In Years 1 and 2, the excessive use of worksheets, although these are produced in the school, does not always encourage pupils to take the same pride in their work. Teachers mark pupils' work promptly and in Years 3 to 6, in particular, detailed and helpful comments of advice and praise are always added. Very suitable use is also made of homework to enhance pupils' learning.
79. The school uses the National Numeracy programme as its scheme of work and suitable and much improved plans are now produced for the different classes. The strategy has been implemented most effectively. The co-ordinator is knowledgeable and supports her colleagues when necessary. She also has suitable opportunities to confirm the standards being achieved by seeing work being undertaken in the classrooms. She is fully aware of the main weaknesses that remain in pupils' performance, such as those relating to problem-solving and their knowledge of tables and strategies are in place to tackle them. Assessment procedures are good and are being used effectively to identify pupils' current attainment, as well as the progress they are making. The

information gained is usually used successfully to provide suitable work for different pupils. Information and communication technology is used effectively to help develop pupils' mathematical knowledge and understanding in a variety of ways. Mathematics is also used appropriately in other subjects of the curriculum, such as science, design and technology and geography, for measuring and counting, as in activities such as traffic surveys and science investigations. This enhances pupils' numeracy skills further. Resources for the subject are good.

SCIENCE

80. Results in the National Curriculum tests for pupils aged 11 in 2001 were broadly in line with the national average overall, and the number of pupils gaining the higher grade of Level 5 was above average. When compared with similar schools, these results were above average overall, with those for the higher grade being well above the average for these schools. The teachers' assessments of pupils aged seven showed that the percentage of pupils gaining Level 2 in 2001 was above average when compared with national figures and the number of pupils gaining Level 3 was broadly in line with the average. Since the previous inspection, when standards were judged to be in line with the average for pupils in both key stages, the subject has continued to develop well and there has been a significant upward trend in the results achieved by pupils by the time they leave the school, which has at least matched the trend seen nationally. There is no significant difference overall in the performance of girls and boys, although boys did better in the 2001 tests at the age of 11. Current expectations, confirmed by the findings of this inspection, are that pupils in Year 2 are likely to achieve similar levels this year. Pupils in Year 6, where there is a higher proportion in the present year group of pupils with special educational needs, are currently broadly in line with the national average overall, and there is unlikely to be as high a proportion of pupils achieving the higher grade of Level 5.
81. Throughout the school, progress is good. It is clear that pupils develop a sound understanding of the various elements of the science curriculum and, in spite of the lack of space in some classrooms, make good progress in the investigative element of the subject. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made and how it affects them. In a lesson in Year 2, for instance, pupils undertook a range of activities, including a tour of the school to record their observations of everyday items that use electricity, an examination of how a torch works and an investigation of how to complete a simple circuit to light a bulb. They showed a lively interest in each of the activities and illustrated how much pupils throughout the school enjoy the investigative and practical aspects of the subject, cooperating very well with each other, sharing ideas and resources and showing good motivation. Pupils in Year 6 set up their own investigation into the reflective qualities of various materials. In spite of the cramped conditions in their room, they were able to follow all the appropriate steps in their investigation and to conduct it successfully, drawing appropriate conclusions. Most showed a sound understanding of how to conduct a scientific investigation and ensure that their testing is fair. These older pupils show particular skill in talking together in pairs, which they do as a regular feature of each lesson and become very used to explaining their thinking.
82. The quality of teaching and learning is good throughout the school. It is based firmly on scientific investigation, to which the pupils respond well and through which they learn effectively. Above all, the teachers make science interesting. They plan relevant learning activities, in which the objectives are usually clear and are shared with the pupils. There is a good match between the activities provided and the various levels of capability within each class. The teachers' subject knowledge is good and often very good. All make good use of questioning to challenge the pupils to think. They usually check their pupils' existing understanding before moving further into a topic and make good use of summary sessions to reinforce learning. In the best lessons, such as the Year 3 visit to a local allotment to find out about plants that are grown for food, learning is very well structured and all pupils are challenged to learn at an appropriate level. As a result, the pupils are

totally absorbed in their work and make clear gains in their learning. This happens throughout the school, particularly where the teachers have sufficient confidence to allow the pupils the freedom to investigate.

83. Since the teachers make science an interesting and often challenging activity, the pupils' attitudes to their work are good. Consequently, pupils of all attainment levels, including those with special educational needs and the higher attainers, make good progress in their learning. The pupils enjoy the work they are doing and make the most of the interesting opportunities provided for them. They record work in a variety of ways, although this is presented more carefully in Key Stage 2, where pupils make regular use of exercise books and occasional worksheets. Increasing use is made of information and communication technology to aid work in science in, for instance, the recording and presentation of results, with plans to extend this further. All pupils are encouraged to develop useful questioning skills, which are a basis for good investigative work. They make good gains in their observational skills and are encouraged throughout the school to become familiar with and use the appropriate vocabulary. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovering, for instance, the different creatures and habitats to be found in the school grounds. Their social awareness is also encouraged through the regular emphasis on conservation throughout the school. The pupils' literacy skills are aided by the opportunity to write for various purposes, such as the recording of observations and the completion of reports. The subject also contributes to the development of pupils' skills in numeracy through the recording, analysis and presentation of information.
84. The co-ordinator is very experienced, has a clear idea of the development needs of the subject, and undertakes the monitoring of teachers' planning and pupils' work. She also analyses carefully the pupils' performance in the national tests and assessments and provides valuable support to colleagues. The national scheme of work is complemented by commercially produced materials, which are adapted by teachers for their classes. Planning is thorough and, for instance, opportunities for assessment are clearly identified, although they do not lead to a detailed record of how individual pupils are progressing in the development of their scientific skills and understanding. A useful portfolio of pupils' work is maintained. The subject is well resourced and makes good use of the ICT facilities available. Very good use is made of the school's immediate environment, with the school grounds providing a valuable resource. Visitors come into the school to talk about a range of topics, such as the water cycle and the re-cycling of materials and good use is made of visits to places of scientific interest, such as a country park and a power station. Health and safety issues are addressed well.

ART AND DESIGN

85. The standard of work achieved by the time pupils are seven and 11 is above that expected nationally. The pupils make good progress. Their work is produced confidently and carefully, with attention to detail and often shows considerable imagination and creativity. Teaching and learning are good, as is the response of the pupils. These are all improvements since the last inspection. This is mainly because of the detailed guidelines, the helpful support provided by the co-ordinator in their use and the provision of class-based resources. There is now more emphasis on systematic planning, making and evaluating, so lessons motivate and challenge the pupils. There is a higher profile for art in the school, with a range of activities to enrich the art curriculum, such as the art club that is attended by pupils, parents, carers and grandparents, all of whom are proud of their finished work.
86. It is clear from the wide sample of pupils' work and other evidence that, by the age of seven, the pupils work confidently and independently, with increasing attention to detail and knowledge of colour, line and tone. For example, detailed pencil sketches by Year 2 pupils show facial expressions of anger, surprise, sadness and happiness. The pupils' three-dimensional sculptures of metal people, made from wire and paper, create the effect of movement successfully. Appreciation of art and artists, such as Andy Goldsworthy, is developed in Year 1 when making and displaying sculptures using natural materials found on a park visit. Pupils in Year 2 sketch flower designs imaginatively from large pictures, allocating colours to be used for colourful stitched designs. Year 3 pupils show the delicate nature of daffodils in their watercolours. Year 5 pupils

combine beads and sparkling thread into their mesh weaving to pleasing effect and show further evidence of high attainment in their creative containers made in clay, each individually designed to hold something special. This follows a study of the work of designers and craftspeople and builds on skills already learned. One pupil had created a mythological creature, a flying rat, linked to literacy work about Harry Potter. Year 6 pupils are gaining a good sense of composition and a growing sense of perspective. They observe closely the features of people moving at speed and can blur and distort images well. They show speed lines of, for instance, a diver, and realise that this gives 'character' to the picture. One Year 6 pupil evaluated her own shadow sketches showing movement, noting that it was hard to get the right space between the drawings for the required effect. The pupils' appreciation develops as they experience the work of different artists and designers and study a variety of styles, with time to think carefully about their work. Multicultural awareness is developed, for instance, when pupils in Year 2 design patterns from the stimulus of studying a picture of the dome of a mosque and in the design of a headdress by a Year 6 pupil, which depicts an attention-seeking person entitled, ' Mr look at me'.

87. The quality of teaching and learning is good overall and at times is very good in both key stages. Skills are developed progressively. Because of the imaginative teaching and the use of interesting methods and resources, the attitudes of pupils in the lessons in both key stages are consistently very good and the pupils are highly motivated and enjoy their artwork. Work is often completed as part of another subject, as in Year 4, when making very colourful representations of a pharaoh's necklace and there are numerous examples of information and communication technology used to produce or enhance work in art. There is very clear teaching of techniques and use of resources, so the pupils understand the care and attention to detail needed when working independently. For instance, in a Year 3 lesson, they listened attentively as techniques with stencils and print block were explained, eager to begin and keen to get it right. There is time for pupils to experiment with materials and teachers intervene to clarify where necessary. The pupils respond very well to the high expectations of the teachers, as in Year 6, when concentrating hard as they handle complex issues of perspective in their sketches. They co-operate well, for instance, when sewing fabric flowers in Year 2 and they are prepared to be original and creative in design and application because the teacher has encouraged this. The teachers work hard throughout the school to enable the pupils to feel that they can achieve.
88. The new co-ordinator has a clear overview of needs and a vision for the subject. She has, in a short time, improved resources, carefully increased their use and added significantly to the curriculum by writing and reviewing policies. The teachers have been encouraged to display work to greater effect and the school benefits from this. An art club has been started in the school. A procedure for the recording of pupils' progress in art is being developed, ready for use as part of the school's overall plan. A portfolio of work has been started and sketchbooks are providing useful records of progress in some classes in both key stages. It has not been possible to monitor teaching yet, but there are plans to do so. Some monitoring of learning has begun through samples of work and teachers' planning is checked regularly for coverage and progression of skills. Resources are now good and have improved since the previous inspection, but the classrooms in Key Stage 2 are small, making large projects difficult to organise.

DESIGN AND TECHNOLOGY

89. Standards at the age of seven and 11 are in line with national expectations. Pupils are making satisfactory progress. At the time of the school's previous inspection, standards were reported to be below those expected at the age of 11. Since that time significant improvements have been made in Years 3 to 6. Overall judgements are made, based on the lessons seen, as well as an additional study of teachers' planning, discussions with pupils and a scrutiny of their work.
90. By the age of seven, pupils clarify their ideas for making a product successfully through class discussion and produce suitable pictures of the item they intend to make. Pupils are confident in identifying the items they need to make that product and they choose from a range of suitable materials, such as paper, card, fabric and food items, and tools, such as scissors and knives, to help them in making it. Pupils cut their components accurately and join them together carefully, using items such as sticky tape and thread. Pupils make successfully, for instance, houses,

pictures with moving features and fruit salads in Year 1, and puppets, lighthouses, and coats for 'Little Red Riding Hood' in Year 2. By the age of 11, pupils draw up appropriate plans and designs for an item, often generating their own ideas. This is an improvement since the last inspection. Having produced their plans, pupils choose from a range of materials, including wood, plastic, felt and electrical components, and tools, including saws. They measure, cut and shape the materials successfully and join them with items such as glue and split-pins. As a result, pupils' making skills have improved. Pupils provide appropriate finishing techniques, such as painting, where required. When provided with the opportunity, most pupils evaluate their work successfully, both as they proceed and when they have finished. Younger pupils have, for example, produced picture frames, sandwiches with a variety of fillings, torches and money containers, such as purses. Older pupils have made biscuits, toys with moving parts, slippers and models of shelters.

91. In the lessons seen, teaching and learning were satisfactory. The teachers' planning is now generally good. Pupils are provided with many opportunities to carry out relevant activities and develop appropriate skills, in both planning and making. Opportunities are sometimes missed, however, for the careful evaluation of completed projects. Teachers now have satisfactory and improved subject knowledge and they provide clear explanations and demonstrations for pupils. They often provide very appropriate opportunities for pupils to examine commercially produced items, such as biscuits and purses, before they design their own and this helps identify the components they might need themselves. Sometimes, however, teachers fail to emphasise to pupils the need to produce realistic designs, with the result that some produce plans that are too complicated to make. Pupils clearly enjoy the subject and most discuss readily the work that they have produced, how successful it has been and how it could have been improved. The range of activities provided, the instruction received and the enthusiasm displayed help pupils, including those with special educational needs, to make satisfactory gains in a range of skills. Pupils' behaviour is good, they talk thoughtfully and enthusiastically about the subject, listen carefully to their teacher and to each other and work well together or independently. They share resources sensibly and handle tools safely.
92. There is now a suitable scheme of work, based on national guidelines, and this has contributed towards the much improved provision for the subject throughout the school. All aspects of work are suitably covered, including food technology, although opportunities for evaluating work are sometimes limited. The co-ordinator is enthusiastic and knowledgeable and, through the opportunities provided to observe lessons, she has a clear understanding of the work that is being done in the school. She also keeps detailed records and photographs of pupils' work and has contributed significantly to the improvements made in the subject. Suitable assessment procedures have been introduced recently and information is being collected to identify pupils' current attainment and their skill levels. The writing activities undertaken in planning and, to a lesser extent, evaluating work give suitable support to the school's initiative in literacy. Measuring activities, such as cutting card, wood and fabric accurately, support the work in numeracy. The use of information and communication technology is being developed as an aid for various aspects of the subject. Cross-curricular links are developed wherever possible, as in the science work involved in making torches in Year 4. The subject is well resourced, but the size of the classrooms for pupils in Years 3 to 6 places some restrictions on the scale of the work that can be done.

GEOGRAPHY

93. By the time pupils are seven and 11, their levels of attainment are broadly in line with those expected nationally. This represents significant improvement in the subject, since the previous inspection judged standards to be below average by the time pupils left the school. Planning for the subject is now more thorough and a full scheme of work is in place. Pupils of all attainment levels, including the higher attainers and those with special educational needs make good progress through the school. By the time they are 11, the pupils develop an appreciation of the significance of key physical features, such as rivers and mountains. Their mapwork and enquiry skills at this age are generally sound, although there are indications that their familiarity with maps has not always been reinforced sufficiently. They have a good understanding of their own locality and of other localities in this country, or in other parts of the world. Work just starting in Year 4, for instance, about a village in India, is providing a useful introduction to a very different locality, as is

the link that has been developed for pupils in Year 5 with a school in The Gambia. From their early years in the school, all pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps, as, for instance, when they start to trace the journeys of Barnaby Bear. Early in Key Stage 1, they begin to identify particular physical features of the locality and are introduced to simple mapping skills. At the age of seven, the pupils are already gaining a good awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas, such as the island they are getting to know in Year 2 through their Katie Morag stories. They are familiar with simple maps and plans. The emphasis throughout the school on the use of the correct geographical vocabulary means that most pupils develop a good awareness of the language needed to describe different localities.

94. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. Clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. Pupils in all year groups are engaged in active care for the environment through the school's various re-cycling activities. Pupils in Year 1 conducted a successful campaign to persuade the local council to install a controlled crossing outside the school, as a result of their traffic and parking surveys. Activities such as this and the Year 5 study of Thornbury High Street provide opportunities for the subject to make a good contribution to the pupils' numeracy through the collection, analysis and presentation of data. It also supports the development of pupils' language skills through different types of writing, such as letters, reports and leaflets, although younger pupils are not always encouraged to take sufficient care with this. The pupils' social awareness is also developed as they consider topical issues, such as parking, traffic and pollution. Some satisfactory examples were seen of work produced as pupils pursued their own further study, but opportunities for more extended work based on individual study and research are limited.
95. The standard of teaching is good in both key stages. The teachers' subject knowledge throughout the school is good and they are generally confident in the teaching of the required skills. They use questioning well and pupils are encouraged throughout the school to use the correct language in their work. As for the other subjects that are linked to the topics the pupils study in Key Stage 1, much of the work is completed on paper or worksheets, with less care shown in writing and presentation than is shown, for instance, in preparing work for display or throughout Key Stage 2. Lessons are always well planned and the pupils respond well to the opportunities provided, showing a lively interest in what they are doing, as when they delighted in finding out about their Scottish island in Year 2. They work well together, show very good attitudes and the quality of learning is good. In the lessons observed, there was a good level of interaction between the teachers and their pupils and the pupils showed considerable motivation and interest. The teachers' classroom management is very good and they make good use of the time available.
96. The national scheme of work is providing useful guidance and is being supplemented by commercial materials and others produced in school. The pupils' progress in some aspects of the subject is assessed at the end of units of work, but further development is needed of ways in which the progress pupils are making can be identified and ensured. For example, the identification of pupils' progress in the development of geographical skills has not been sufficiently systematic and has not been recorded. The co-ordinator has clear views about the way in which the subject should develop and provides useful support to colleagues. Teachers' planning and pupils' work are monitored carefully. The subject is well-resourced in terms of books and equipment for the various topics and the availability of books in the libraries. Increasing use is being made of ICT resources, particularly to aid research activities and very good use is made of the locality and of visits further afield.

HISTORY

97. Pupils throughout the school enjoy history and, by the time they are seven and 11, achieve levels that are at least in line with national expectations. Although, because of timetable arrangements, it was possible to observe only one lesson during the inspection, it is clear from work previously

completed, from planning and from talking to pupils that pupils of all attainment levels, including those who have special educational needs and the higher attainers, make good progress in the development of historical skills, knowledge and understanding. Older pupils, for instance, in current or recent work on the Victorians, show good gains in their knowledge of the period. Pupils in Year 6, while gathering information about aspects of the life of Victorian children, using a range of sources, are clearly learning much detail about the Victorian era and are beginning to understand the similarities and differences between this and their own experience. Pupils in Year 5, for example, identify things we have that the Victorians did not. As pupils go through the school, they begin to develop a sound understanding of the key people and influences that have shaped history. Pupils in Year 2, for instance, learn about Florence Nightingale and how her example in the Crimea helped to change nursing practice. They also gain a good understanding of modern approaches through the visit of a nurse to explain her work. The work produced by older pupils shows sound levels of knowledge overall and appropriate development of historical skills. As part of their studies, they enjoy the opportunity to explore many of their own ideas and values. By the time they are seven, the pupils are already familiar with the detective work that goes into the study of history as, for instance, they explore topics such as the Gunpowder Plot. As they progress through the school, the pupils are encouraged to think about how familiar things, such as toys or household appliances, have changed over time. Pupils of all ages become used to dealing with a variety of historical sources, such as the fascinating collections of artefacts used to provide evidence of how the Ancient Egyptians lived, or what life was like in this country during the Second World War or since 1948. All of the historical topics the pupils study are carefully linked to a clear timeline for the period and the pupils show a developing sense of chronology.

98. Throughout the school, work in history is linked well to other areas of the curriculum, including literacy and art. The work produced by pupils as a result of their studies is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. However, that produced in Key Stage 1, which is often on worksheets, does not always do justice to the quality of the learning that has taken place. The subject also makes a good contribution overall to the development of literacy through, for instance, opportunities for empathetic and extended writing, such as a short play written to show effectively what a Victorian school might be like. Pupils throughout the school are encouraged to develop a good awareness of the appropriate vocabulary for historical study and they also enjoy the opportunity to discuss issues that arise, such as the differences between rich and poor in Victorian times. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils and write carefully about, for example, the coming of the railways. They enjoy gathering information from the books available, or through the use of CD-ROMs and the Internet.
99. It is clear from all the evidence available that the quality of teaching is good throughout the school. Consequently, the quality of learning throughout the school is also good. The teachers' subject knowledge is good, and often very good and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, show good attitudes to their work, gain considerable pleasure in the work they do and enjoy the things they learn about the past. Good use is made of the time available. The teachers' classroom management is very good and the learning experiences are very well planned, often providing interesting and exciting activities, such as the collection of Second World War artefacts for use by pupils in Year 3 and the research in Year 5 about the local workhouse. These result in a stimulating experience and high quality learning for all the pupils involved. Planning for the subject is good. The use and adaptation of the national scheme of work will require more formal opportunities for the assessment of historical skills and knowledge, but planning currently identifies general intentions for assessment. The new co-ordinator has clear ideas about the subject's development. It is resourced well in the provision of books and materials. Good use is made of the locality, through activities such as the exploration of local family names in the 1841 Census and the survey of local Victorian features on the town trail. Parents and grandparents respond with great interest when asked to provide artefacts. Valuable visits are also made to places of historical interest further afield, such as the museum visits by Years 3 and 4. The subject has continued to develop well since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards at the age of both seven and 11 are in line with national expectations and have improved since the school's previous inspection, particularly in Years 3 to 6. Pupils now make satisfactory progress throughout the school. During the current inspection, apart from the lessons seen, information was also gained through discussions with pupils and examining examples of their previous work.
101. By the age of seven, pupils name confidently items of computer equipment, such as monitor, mouse and keyboard. They use a keyboard successfully to type text. Pupils in Year 1 write their names and also write short sentences about, for example, themselves. Pupils in Year 2 are beginning to write simple stories. Pupils place gaps readily between words, using the space bar, and most are able to introduce capital letters and full stops into their writing. Using an appropriate paint package, pupils produce an interesting range of pictures, such as those of flowers and dragons produced in Year 1 and artwork in the style of Mondrian in Year 2. Pupils access the menu confidently and independently to print finished work. Most pupils undertake simple modelling activities successfully, exploring aspects of real and imaginary situations presented on the screen, although a small number find this difficult. Most also explain readily how to give instructions to a floor turtle to make it move over varying distances.
102. By the age of 11, pupils show sound skills in word processing, being confident in changing the font, colour and size of their work. Pupils can move portions of text successfully from one place to another. Pupils in Year 3, for instance, have written about aspects of World War II and those in Year 4 have produced writing about their dreams. Pupils in Year 6 merge successfully their writing about, for example, rivers and mountains with appropriate pictures and photographs. Pupils can use the mouse accurately to help produce various forms of art and, for instance, pupils in Year 5 produce good representations of the work of Matisse. Many pupils access the Internet confidently, as well as using a range of CD-ROMs, to provide a variety of information for subjects such as history and science. Pupils in Year 3 recognise patterns and relationships in, for instance, adventure games and they predict the outcome of different decisions confidently. Pupils in Year 6 improve their modelling skills further as they produce a range of spreadsheets successfully, involving, for instance, organising a party. Pupils in Year 4 develop their skills in control technology, when using a screen turtle to produce patterns or follow a set course presented on the screen. Pupils in Year 6 extend their skills further through using a computer to control traffic lights and, although a small number need support, most are confident. Pupils in Year 6 also use light sensors readily. Pupils are becoming increasingly confident in using electronic mail. Many aspects of pupils' knowledge have improved since the time of the previous inspection.
103. The quality of teaching and learning is satisfactory, with some examples of good practice. This is an improvement since the previous inspection, especially in Years 3 to 6. Teachers are keen and enthusiastic, providing pupils with many opportunities to use the computers, both in the classrooms and in the computer suite. Teachers and learning support assistants usually provide clear instructions for pupils, as well as careful demonstrations on using the machines. Occasionally, the introductory session of a lesson is too long, however, and a small number of pupils find it difficult to maintain their concentration. Planning is good, showing sound subject knowledge and a very appropriate range of activities is provided, enabling all pupils, including those with special educational needs, to make satisfactory gains in the various computer skills and techniques. Where teaching and subject knowledge are good and especially when detailed instruction and support are provided, pupils make good progress. Teachers plan well for the use of ICT in other subjects and this allows pupils further opportunities to develop their skills. Pupils respond to the opportunities provided by showing good attitudes. They are enthusiastic and interested, they settle well to their work and they show high levels of concentration. They clearly enjoy the subject, share computers amicably and are careful in their use of all forms of equipment. Teachers and other adults provide well-directed and suitably-informed help and advice where necessary and this enables the pupils to make the required progress.
104. The school now has an appropriate scheme of work based on the national guidelines and all aspects of work are covered adequately. This is an improvement since the previous inspection. Resources have also improved significantly since that time and they are being used most

effectively to develop pupils' skills further. The co-ordinator is keen and enthusiastic, knows what work is being covered, through observing lessons and supports her colleagues well when required. She has contributed significantly to the improvements since the previous inspection. The school makes very effective use of learning support assistants to help pupils. Satisfactory, and much improved, assessment procedures have recently been introduced and records are beginning to be kept of the work that pupils have covered; satisfactory use is made of this information to set new work. Many pupils find the use of computers exciting and the excitement generated, as when producing images on the screen or printing out completed work, helps enhance pupils' spiritual development.

MUSIC

105. Standards at the age of both seven and 11 are above those expected nationally. Since the time of the school's previous inspection, significant improvements have been made in Years 1 and 2, and very significant improvements have been made in Years 3 to 6. Pupils now make good progress and all statutory requirements are met.
106. By the age of seven, pupils sing a variety of songs confidently, with good control over rhythm and pitch. They put much expression into their singing when performing together and support this expression with good control of dynamics. Pupils sing a number of songs from memory and are most careful to sing the words clearly. In following tunes, pupils use hand movements confidently to give emphasis to the words. Pupils in Year 1 explore and make sounds, using an appropriate range of tuned and untuned percussion instruments and they are able to follow a simple score very readily. Pupils compose successfully a short musical sequence, which they rehearse and then play to other members of their class. Pupils are able to describe the sounds they make, using the correct vocabulary with care. By the age of 11, pupils sing a range of songs, sometimes in two parts, showing good control over both breathing and diction. When singing in two parts, pupils maintain their own parts confidently, showing a clear awareness of how the different parts fit together to achieve the overall effect and they finish together successfully. Pupils perform their work happily from memory. They sing confidently in small groups and make a very suitable contribution to the whole performance. Pupils in Year 6 produce their own musical compositions. They use a variety of instruments, produce written notation, perform for each other and then suggest ways in which their performance might be improved. Pupils listen readily to a range of recorded music and, where appropriate, they identify confidently the quality of what they hear. For example, pupils in Year 5 discuss the importance of texture in the items they hear. Pupils have developed a good musical vocabulary and they use this confidently in developing and improving their work. There have been considerable improvements in most aspects of work in the subject.
107. The quality of teaching and learning are good. Lessons are now well planned, an improvement since the previous inspection. They are brisk in pace, with a very suitable range of resources provided to help pupils develop their musical skills. The teachers' subject knowledge has also improved and is now good. Relevant instruction and demonstration are provided, with, for example, teachers singing or playing instruments readily for pupils. Much help and well-directed support are then provided, enabling all pupils, including those with special educational needs, to make good gains in their musical skills, especially relating to singing. Teachers make effective use of pupils to demonstrate different aspects of work to other members of the class. Most pupils join in the activities with great enthusiasm and commitment, showing suitable creative effort and they contribute well to lessons. Their attitudes are consistently good and sometimes very good. Just occasionally, a very small number of pupils are less enthusiastic. Usually, however, they enjoy their music, singing well, playing instruments confidently and working amicably with other pupils. They are happy to listen to music and are confident in offering opinions about what they hear. Pupils are particularly appreciative of the work of other pupils and they applaud their performances readily.
108. The school has an appropriate scheme of work and, through careful planning, all areas of work are covered successfully. The co-ordinator, who is keen and enthusiastic, sees plans of the work to be covered by her colleagues and she supports singing sessions well. At present, she has no opportunities to observe class lessons taking place, but plans are in place for this to happen.

Satisfactory arrangements are in place for undertaking assessment in the subject and, although these are new, some information is being gathered to judge individual pupils' present attainment. The school is making good use of information and communication technology to enhance the curriculum, as when older pupils search the Internet for information on composers. Music contributes towards pupils' cultural development, as when, for instance, pupils hear songs from other parts of the world. For example, pupils in Year 5 listened carefully to a range of Polynesian songs. The school makes good provision for extra-curricular music activities for pupils, such as a very successful choir and involvement in musical productions and for the use of specialist instrumental tutors.

PHYSICAL EDUCATION

109. Standards at the age of both seven and 11 are higher than those expected nationally. Pupils of all attainment levels are making good progress. Standards have improved significantly since the time of the school's previous inspection.
110. By the age of seven, pupils move confidently around the hall, showing clear awareness of space and of other pupils. In dance, in Year 2, pupils control their movements successfully, showing appropriate changes in speed, direction and level and introducing gesture and stillness confidently into their movements, especially when responding imaginatively to music. Pupils imitate a variety of movements and feelings readily when imagining a visit to the seaside. They also relate well to the special school pupils who join them for this activity. Pupils in Year 1 show good control when using bats and rackets to hit a ball. Most show some accuracy in hitting the ball towards a target. Pupils understand the need to warm up for, and recover from, exercise. By the age of 11, in games, pupils develop their throwing, hitting and fielding skills successfully and show good levels of performance, in catching in particular. Pupils develop their skills further when taking part in small-sided team games, such as cricket. In developing their own games based on cricket, pupils are beginning to show an awareness of tactics. Pupils in Year 6 take part successfully in outdoor activity challenges. They work confidently in groups to solve problems and find solutions, as they follow a trail around the school grounds. Pupils recognise some of the effects that exercise has on their bodies. Pupils in Years 3 to 6 attend swimming lessons and all develop their confidence in the water successfully. By the time they complete these sessions in Year 6, at least 80 percent of the pupils swim 25 metres unaided. Older pupils develop their outdoor skills further during a visit to Somerset, which takes place every two years.
111. The overall quality of teaching and learning is good and very good teaching was also observed during the inspection. This is an improvement since the previous inspection. Teachers provide good planning, clear instructions and enthusiasm, together with a good and varied range of resources, allowing all pupils to make good gains in their physical skills. All members of staff change appropriately for lessons and they join in and demonstrate for pupils, helping them to identify areas where they might improve themselves. They have good subject knowledge and have most suitable expectations of the pupils' performance. Where the teaching is very good, the teacher is very confident, provides particularly good instruction and has especially high expectations, pupils make very good gains in learning. In all lessons, pupils join in appropriately, enjoying themselves, making a good physical and creative effort and taking pleasure in the quality of their performance. Lessons are conducted at a brisk pace, with teachers showing very good control and management skills. Teachers usually take the opportunity to use pupils to demonstrate good practice and opportunities are then provided for the pupils to discuss the quality of the work seen, to identify the good features. Teachers and learning support assistants provide help and support to pupils in all aspects of their work and, in particular, they emphasise the need for safety. In turn, pupils show very good attitudes, behave very well, work well alone and with a partner or group and carry equipment carefully and safely.
112. The school has a suitable scheme of work, based on the national guidelines, and all appropriate aspects of work are covered well. The resources to support this work are now much improved. The co-ordinator is enthusiastic and knowledgeable and, through seeing plans and keeping photographs, is fully aware of the work being tackled. He also has the opportunity to observe some lessons, to see the standards being achieved. Satisfactory assessment procedures have been

introduced recently and suitable information is being recorded about individual pupils to identify their current attainment and the progress they are making. Activities involving counting and measuring, in various aspects of physical education, give appropriate support to the pupils' development of numeracy. The advice provided to pupils about the importance of honesty and fairplay in their sporting activities supports their moral development well. The school makes good provision for extra-curricular sporting activities through a range of clubs and the school has a number of teams that compete successfully against other schools in sports such as netball and football.

RELIGIOUS EDUCATION

113. Standards of attainment at the ages of seven and 11 are at least in line with the levels expected by the local authority's current agreed syllabus. By the time they leave the school, many pupils have a sound understanding of what it means to take a religion seriously. They acquire an appreciation of many of the practices and beliefs of Christianity and of the other principal religions in Britain, such as Hinduism, Islam and Judaism and become familiar, for instance, with festivals and celebrations such as Diwali, Passover and the pilgrimage to Mecca.
114. Good work is going on in all year groups in developing the pupils' ability to reflect on what they are learning and to respond thoughtfully to the ideas and experiences they are encountering. Good examples of this reflective response were evident, for instance, in the work of pupils in Year 4 about Christian approaches to prayer, as a result of which they wrote their own thoughtful prayers for possible inclusion in a prayer book for use in school assemblies. In all of their work, the pupils are encouraged to relate what they are learning to their own feelings and experiences, so pupils in Year 1, while preparing for a visit to a church, shared their ideas sensitively about places that are special to them. Younger pupils are introduced to a range of stories and practices from the various traditions, such as the story of Moses in the bulrushes, which Year 3 pupils recognised as an example of faith and they build on their knowledge of such stories as they go through the school. They develop a good awareness of themselves and the world around them and show sensitivity to the needs and beliefs of others.
115. Pupils throughout the school, including those with special educational needs, develop a sound awareness of the key ideas, people and practices of the various religious traditions. Pupils of all attainment levels, including the higher attainers, make good progress. Because of the support pupils receive and the careful planning of learning activities, there is clear development in the religious education skills, knowledge and understanding on which the pupils can build as they begin to form their own ideas. The teachers know their pupils well, but there is little formal recording of the progress pupils make in the subject at present. Pupils of all age groups show a willingness to be open-minded and to value a range of beliefs and the teachers show sensitivity in encouraging the pupils to be aware of differing faiths. As part of their work in Years 5 and 6, for instance, pupils study various aspects of Islam. Pupils in Year 6 are then able to talk thoughtfully about what they have learned and why it was useful for them to learn it. As the pupils go through the school, they show an increasing readiness to discuss and think through important issues and pupils throughout the school are developing the ability to share important feelings with their teachers and other members of the class.
116. The quality of teaching and learning is good. The teachers' subject knowledge is good. In lessons, they give clear explanations and their questioning encourages the pupils to reflect. They handle the pupils' questions sensitively and use interesting activities in the topics being studied. Stories are used well to develop the pupils' religious understanding. The pupils' attitudes to their work are very good. They respond very well to the learning opportunities provided and all show interest in what they are doing. The teachers are well supported by the co-ordinator and careful planning ensures that the subject meets the requirements of the locally agreed syllabus. The subject is well-resourced, including the school's own collection of religious artefacts. Good use is made of local churches and a visit to a synagogue is planned. The subject provides good support to the development of pupils' literacy, through, for example, the use of creative writing and it clearly makes a substantial contribution to their spiritual and cultural development. Some use is being made of ICT, mainly for research purposes. Good use is made of displays in several classrooms to

create a positive atmosphere for learning by showing pupils' work and ensuring they are aware of the colour and variety of living religions. The subject has developed well since the last inspection, is effectively co-ordinated and has a scheme of work that ensures appropriate coverage of the requirements of the locally agreed syllabus.