

INSPECTION REPORT

LONGWELL GREEN SCHOOL

Longwell Green

LEA area: South Gloucestershire

Unique reference number: 109030

Headteacher: A. M. Leggatt

Reporting inspector: David Tytler
8990

Dates of inspection: 3rd – 7th December 2001

Inspection number: 197299

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Ellacombe Road Longwell Green Bristol
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Elaine Skidmore
Local education authority:	South Gloucestershire Council
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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8990	David Tytler	Registered inspector		What sort of school is it? How high are standards? What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
1311	Barry Wood	Lay inspector		Pupils' attitudes and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20063	Gerry Slamon	Team inspector	Special educational needs; Science; Physical education; Religious education.	
12764	Wendy Thomas	Team inspector	English; Music.	How good are the learning opportunities for pupils?
7336	Lindsay Howard	Team inspector	The Foundation Stage; Design and technology; History; Geography.	
12116	Christina Morgan	Team inspector	Equal opportunities; Mathematics; Information and communication technology; Art.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longwell Green Primary School is on the outskirts of Bristol. The 367 pupils, aged four to eleven, are taught in 14 classes. There is no nursery, but 56 children attend the reception classes. There are few pupils from ethnic minorities and none have English as an additional language. The percentage of pupils known to be entitled to free school meals is below the national average. The percentage having special educational needs is broadly in line with the national average, whilst the percentage having statements of special need is below. Children enter the school with high standards of speaking and listening, though their literacy and numeracy skills are not as high. Overall, attainment on entry into the school is slightly above what is expected nationally for children of their age.

HOW GOOD THE SCHOOL IS

Longwell Green Primary School provides high quality education for all its pupils and has many very good features. The school is well supported by parents, who value all aspects of its work. The school is very well led and managed by the headteacher, senior staff and governors. The consistently good teaching enables pupils to achieve well and attain high standards in the national tests for seven and eleven year olds. The personal development of pupils is good and they and the staff benefit from the school's wide range of international links. The school has received an international award and has been recognised as an Investor in People. When account is taken of all these factors, the school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Examples of good teaching were seen in every subject and every year group, enabling all pupils to achieve well, with high standards in English, mathematics and science.
- The curriculum is of high quality and provides a stimulating range of learning opportunities, which interest and engage pupils. Their experience is broadened through the school's international links, a wide range of visits and visitors, and strong links with the community.
- The headteacher's leadership is of high quality. He is well supported by staff and governors in the drive to raise standards.
- The provision and teaching of information and communication technology (ICT) is very good and enables pupils to make rapid gains in their learning.
- Children get a very good start to their education in the reception classes.
- Pupils' social and cultural development is very good and underpins their good personal development. High quality relationships exist throughout the school.
- Pupils are well supported. They enjoy coming to school, have positive attitudes to their work and behave well in classes, assemblies and around the school.
- The strong partnership with parents makes an important contribution to the life of the school and the progress pupils make in their learning.

WHAT COULD BE IMPROVED

There are no significant areas for improvement but a number of minor issues are raised within the full report, which the governors will be asked to address.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and has addressed all the key issues. The headteacher and senior teachers monitor the quality of teaching and learning, and exchange good practice, but more remains to be done to enable subject specialists to be involved in the monitoring of work in the classroom. Resources for learning are now at least satisfactory in all subjects except music, and outstanding in information and communication technology. The very good arrangements for gathering information on what children know and can do enable targets to be set for individuals and groups of pupils. The development plan contains clear priorities and time scales but the links with the budget could still be made clearer. Governors are now well informed and have a good understanding of the strengths and weaknesses of the school. There have been significant additional improvements. All pupils are now taught in single age classes and there has been a substantial improvement in the quality of teaching. The school has received the International School Award for its international work and has been recognised as an Investor in People.

STANDARDS

The table below 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	B	A	B	C
Mathematics	B	D	B	C
Science	C	C	A	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

As the table shows, results in the Year 2001 English and mathematics tests for 11-year-olds were above the national average for children of their age. Science results were well above. In comparison with those in similar schools, they matched the average in English and mathematics and were above in science. When the results are compared with the scores achieved when they were seven, pupils made slow progress in English and mathematics but faster progress in science. Evidence gathered during the inspection shows that standards in the current Year 6 are similar to the test results in all three subjects. There is little difference between the performance of girls and boys. Standards in English have risen since 1997. Results in mathematics have see-sawed, rising in 1999 and dipping in 2000, before rising in 2001. Standards in science have risen steadily over the last five years. The school exceeded its targets for the proportion of pupils to achieve the national expectations in the Year 2001 English and mathematics tests. Realistic but challenging targets have been set for 2002.

In the Year 2001 national tests for seven-year-olds, results were well above national expectations in reading, writing and mathematics. In comparison with those of similar schools they were above the average in reading and mathematics and in line in with the average in writing. Girls performed better than boys in reading and writing. There was no difference in mathematics. Teacher assessment in science showed that standards were below the national average. Inspection evidence shows that standards in the current Year 2 are above the national expectations in English and mathematics and in line with them in science. Over the last five years, standards in reading have been variable. There has been a steady improvement in writing since 1997, though there was a dip in 2000. Results in mathematics have risen steadily since 1998.

There has been a marked improvement in standards in information and communication technology since the opening of a well-equipped computer suite and the introduction of specialist teaching in September. High standards were seen throughout the school. By the end of Year 2 and Year 6 the majority of pupils will achieve the national expectations for children of their age and many will exceed them. Standards in all other subjects match national expectations, with above average attainment in physical education for pupils in Years 3 to 6. Standards in religious education meet the expectations of the locally agreed syllabus for pupils aged seven and exceed them for eleven year olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are keen learners and take enthusiastic advantage of all the learning opportunities offered to them.
Behaviour, in and out of classrooms	The good behaviour in classes and around the school makes an important contribution to pupils' learning. In a minority of lessons the restless behaviour of a few pupils hampers their own learning and that of others.
Personal development and relationships	The high quality relationships throughout the school give valuable support to pupils' good personal development.
Attendance	Good, and pupils arrive to school on time.

TEACHING AND LEARNING

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

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

Examples of good teaching were seen in all subjects and in all year groups, enabling pupils of all abilities to make good progress. Teaching seen in the reception classes was consistently very good, with two outstanding lessons. There was little difference in the standards of teaching seen in the main school. It was usually good or very good. One unsatisfactory lesson was seen in Years 3 - 6. The teaching of English and mathematics is good and as a result the basic skills of literacy and numeracy are well taught. The good and very good lessons were characterised by high expectations of what pupils could do, a good match of work to their prior attainment, and a range of activities which engaged and maintained the pupils' interest. In lessons otherwise judged to be satisfactory, teachers' expectations were sometimes not high enough. In a minority of lessons, teachers have to spend time controlling the behaviour of a few restless, disruptive pupils, which impedes the pupils' own learning and that of others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils benefit from the wide range of high quality learning opportunities, including the school's international links, a stimulating programme of visits and visitors, and effective links with the community.
Provision for pupils with special educational needs	Good. As a result, pupils make good progress in line with their independent education plans, particularly when given individual support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Their social and cultural development is very good, their moral development good, and their spiritual development satisfactory.
How well the school cares for its pupils	The school cares for its pupils well, and gives good support to personal and academic development. There are very good arrangements for gathering information on what pupils know and can do, and the information is used satisfactorily to plan for individual needs.
How well the school works in partnership with parents	The school has established a very effective partnership with parents, which makes an important contribution to children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher, whose unique management style provides a clear educational vision for the school, focused on raising standards and providing a broad education that is relevant to the pupils. Key staff play a crucial role in ensuring that this is achieved.
How well the governors fulfil their responsibilities	With the exception of the annual report to parents, governors fulfil their statutory duties. They have a good understanding of the school's strengths and weaknesses and take an active role in planning the future of the school.
The school's evaluation of its performance	Self-evaluation lies at the heart of the school's monitoring process. The headteacher and senior staff monitor the quality of teaching and learning but more opportunities should be provided for subject specialists to monitor work in the classroom.
The strategic use of resources	The school makes good use of all the resources available to it and very good use of the limited number of class assistants in supporting pupils. The school applies the principles of best value in all aspects of its work.

Teacher staffing levels are good, but the number of class assistants is lower than usually found in a school of this type. Resources in information technology are outstanding. They are good in English, mathematics, art and physical education, unsatisfactory in music, and adequate in all other subjects of the National Curriculum and religious education. The accommodation is unsatisfactory due to the temporary buildings, the lack of a discrete outside area for the reception classes, and the cramped space in some rooms, which limits learning in practical subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• Children make good progress.• Behaviour is good.• Teaching is good.• Their children are expected to work hard and achieve their best.• Children are helped to become mature and responsible.	A few parents raised the following concerns: <ul style="list-style-type: none">• The amount of homework.• The range of extra-curricular activities.• The partnership with parents.

Inspectors agreed with the positive views of the great majority of parents, although some restless behaviour in a minority of classes by a few pupils disrupts the learning of others. Inspection evidence also showed that:

- the partnership with parents was a significant strength of the school, making an important contribution to the children's learning;
- the amount of homework is appropriate;
- there is a good range of extra-curricular activities, although most of them are for children in Years 3 to 6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's commitment to high standards, and its rich curriculum and high quality teaching, enables the pupils to achieve well and score good results in national tests. Standards in virtually all areas of the school's work have either been improved or maintained since the last inspection. Children enter the reception classes with overall levels of attainment slightly above that expected of children of their age. They are well above average in speaking and listening and in personal, social and emotional development, above average in reading and mathematics, and about average in writing.

2. Children make very good progress and almost all are on course to meet the Early Learning Goals in all areas of development by the time they enter Year 1. About two thirds of them are already meeting them in many aspects of personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Nearly all are on course to meet the Early Learning Goals in physical and creative development.

3. Good progress is maintained in Years 1 and 2. In the national tests for seven year olds in 2001, results were well above national expectations in reading, writing and mathematics. In comparison with those of similar schools they were above the average in reading and mathematics and in line with it in writing. Whilst girls performed better than boys in reading and writing, there was no difference in mathematics. Teacher assessment in science showed that standards were below the national average. Evidence gathered during the inspection shows that standards in the current Year 2 are above the national expectations in English and mathematics and in line with them in science. Over the last five years, standards in reading have been variable. There has been a steady improvement in writing since 1997, though there was a dip in 2000. Results in mathematics have risen steadily since 1998.

4. In the Year 2001 English and mathematics tests for 11 year olds, results were above the national average for children of their age. Science results were well above. In comparison with those in similar schools, results matched the average in English and mathematics and were above it in science. When comparing the results with the scores they achieved when they were seven, pupils made slow progress in English and mathematics and satisfactory progress in science. When the results are compared with the scores achieved when they were seven, pupils made slow progress in English and mathematics and satisfactory progress in science. The school is aware of this and is devising strategies to challenge the more able pupils in order that more may achieve the higher levels. Evidence gathered during the inspection shows that standards in the current Year 6 are similar to the test results in all three subjects. Girls and boys perform at a similar level. There has been a steady rise in standards in all three subjects, though there have been variations from year to year. Targets for the percentage of pupils to achieve the national expectations in the Year 2001 English and mathematics tests were exceeded. Targets set for 2002 are realistic but challenging.

5. The school provides a variety of opportunities for pupils to develop their speaking and listening skills as they progress through the school. For example, in a Year 5 class assembly during the inspection pupils confidently presented some short scenes illustrating the teachings of Jesus. Pupils of all ages enjoy talking about their work and by the time they are 11 are fluent and confident in expressing their views, listening to others and using an extensive vocabulary.

6. Pupils enjoy reading and develop their skills well. Seven year olds recognise a wide range of words, but they do not always have the full range of strategies required to tackle unfamiliar words. Most, however, attain above average standards in reading. By the age of 11, many pupils are enthusiastic and confident readers of a wide range of books and can tackle complex texts.

7. Pupils also make good progress in writing. The most able seven year olds write well, developing a good knowledge of sounds, which they apply well in their spelling. They are beginning to use dictionaries and understand that words can be used to guide the way text is read. By the age of 11 pupils' attainment is above average although their work often suffers from weak handwriting and spelling. They do, however, have a good understanding of grammar and punctuation. They can write sustained stories and use different forms of writing appropriately.

8. In mathematics, evidence gathered during the Inspection suggests that by the time they are seven and 11, pupils in the current Years 2 and 6 are likely to achieve standards above national expectations for children of their age. In Year 2, pupils can halve and double numbers, and more able pupils know that to find a quarter you can halve a number then halve it again. They can identify patterns in fraction sequences and most pupils have a good understanding of odd and even numbers. By the age of 11, most pupils are confident with large numbers, and are able to convert fractions to percentages and find fractions or percentages of large numbers. The school has recently adopted a new commercial scheme but has still to ensure that its use is adapted to meet the needs of more able pupils.

9. In science, inspection evidence shows that the standards of pupils currently in Year 6 are well above those expected for children of their age. Test results and inspection findings show little significant difference between the attainment of boys and girls in this age group. Girls did, however, do better than boys in teacher assessments of seven year olds. The school attaches great importance to developing the skills of investigation and enquiry. These skills are introduced in Years 1 and 2 and continue to be developed as pupils move through the school. As a result, by the time they are 11, most pupils can explain how tasks are performed. By this age, all pupils can predict the outcome of an experiment and have a good understanding of the need for a fair test.

10. Year 2 pupils can explain why a balanced diet is important and know that materials can be stretched, bent, or squashed, and in some cases changed permanently. By the age of 11, pupils understand the relationships between plants and animals, using terms such as food chains, predator and prey. Pupils also understand how motion can be affected by gravity and magnetism.

11. Standards in information and communication technology have improved significantly since the opening of a well-equipped computer suite and the introduction of specialist teaching. In lessons during the inspection, high standards were seen throughout the school. By the end of Year 2 and Year 6 the majority of pupils will achieve the national expectations

for children of their age and many will exceed them. In all other subjects, standards match national expectations, with above average attainment in physical education for pupils in Years 3 to 6. In religious education, standards meet the expectations of the locally Agreed Syllabus for pupils aged seven and exceed them for 11 year olds.

12. Pupils with special educational needs make good progress in their learning when they receive specific support. In lessons they make the same progress as other pupils. A measure of the school's success is the number of pupils with special educational needs who achieve the expected standards for their age at the end of Year 6.

Pupils' attitudes, values and personal development

13. At the time of the last report, pupils had good attitudes to their work and were eager to learn; their behaviour was satisfactory and relationships were very good. Currently, pupils' very good attitudes and good behaviour support an environment of high quality teaching and learning. Their personal development remains at a consistently good level. The very good relationships between staff, governors, parents and pupils are a major strength of the school.

14. Most pupils are accompanied to school by their parents. They arrive in a happy mood, smart and clean in their school uniforms. In the foundation year, children quickly gain confidence and establish independence easily. They respond eagerly to the excitement of learning and listen to their teachers carefully. They are keen to make new friends and experience new activities. Their obvious enjoyment ensures a flying start to their school lives.

15. As pupils move through the school, they become increasingly engaged in their learning and understand that hard work produces good results. Pupils are enthusiastic learners, responsive to their teachers, and keen to try the many activities. They particularly want their knowledge of subjects to be challenged in the 'hot-seat' of questions and answers, or be involved in simple plays in assemblies. They listen and concentrate well. The co-operative attitudes of pupils allow most activities to proceed smoothly, and they are gaining a good understanding of how their behaviour can influence others.

16. The behaviour of the pupils in classes is good. In a few lessons during the inspection, the disruptive behaviour of a few pupils, mostly boys aged between seven and nine, interrupted their own learning and that of others. The great majority of pupils respond well to the school's expectations for mature behaviour in an environment where rules are clearly stated and the boundaries recognised and accepted. As a result, teaching and learning in these lessons takes place in a calm, happy and purposeful atmosphere.

17. Behaviour around the school is good and allows the lunchtime cafeteria to operate efficiently and calmly. The integration of older and younger pupils helps in defusing problems. Neither bullying nor bad language was observed during the inspection. Although there was some boisterous or competitive play, particularly between boys, there is little evidence of interpersonal conflict, sexism or racism. Pupils can be trusted and the headteacher has only once temporarily excluded a pupil.

18. The very good relationships throughout the school are based on mutual respect and are a fundamental strength of the school. All adults in the school provide very good role models. Pupils trust their teachers and the support staff. These harmonious relationships help promote a very effective teaching and learning environment. In the classroom, pupils listen to one another with respect, valuing each other's opinions and qualities. Boys and girls eat amicably together at the very sociable lunchtimes within the cafeteria. They react well to

one another in the playground, even though the lack of sufficient interesting activities can lead to aimless running around, or play fighting, with a consequently high accident rate. Pupils are courteous and polite and are very welcoming to visitors.

19. The personal development of the pupils is good throughout the school. Pupils support each other and are increasingly taking responsibility for their own learning, trying hard to reach the targets set for them. They are aware that many people are less fortunate than themselves, and they contribute to charity and support each other. Pupils maintain the site in a satisfactory manner, though cloakrooms are occasionally untidy and there is some litter around the site.

20. Since the last inspection, the school has maintained a good attendance level. Ten of the 14 classes have attendance above national norms, and many pupils have exemplary attendance throughout their time in school. Unauthorised absence continues at a minimal level, but family holidays taken during term-time are a major reason for authorised absence. Very good punctuality is a strong feature of the school. The school receives an appropriate level of support from the educational welfare officer and there are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching has improved significantly since the last inspection with examples of good teaching in all subjects and all years. As a result, pupils of all abilities make good progress in all aspects of their personal and academic development. Teaching seen in the reception classes was of consistently high quality and included two outstanding lessons. The quality of teaching in Years 1 and 2 was usually good or very good. An unsatisfactory music lesson was seen in Years 3 to 6.

22. The teaching of English and mathematics is good, and the basic skills of literacy and numeracy are well taught throughout the school. The consistently good teaching of information and communication technology is also a strength of the school. The good and very good lessons in subjects across the school were characterised by the teachers' high expectations of what pupils could do, work that was well matched to pupils' prior attainment and an interesting range of activities. As a result, pupils were well motivated and enthusiastic learners who wanted to do well, and did.

23. Reception class teachers have very good knowledge and understanding of the subjects they are teaching and of how to engage the interest of young children through a stimulating range of activities. Their planning enables children of all abilities to do well, and their use of information on what children know and can do ensures that tasks build on prior attainment. Children are very well managed, and lessons are brisk and well resourced. As a result of this consistently high quality teaching children make rapid progress in gaining the skills they need to enter the next stage of their education with confidence.

24. Throughout the school, teachers have very good knowledge and understanding, which they use in their explanations, answers and demonstrations. They plan well, generally have high expectations of what pupils can achieve, use a good range of methods, manage pupils well and make good use of time and resources, including the limited number of skilled class assistants. They make good use of questions and answers and the final review session to check what has been learned. Where necessary, teachers adjust following lessons to plug any gaps. They make satisfactory use of homework to build on work in the classroom.

25. In a Year 6 English lesson of high quality, the teacher used his very good knowledge

and use of language to help pupils understand how to use metaphors in poems. By the end of the lesson, pupils were able to use metaphors of their own. The skilful planning of a very good Year 4 religious education lesson on the birth of Jesus incorporated a number of activities, including music, Biblical text and a pupil's description of her grandmother's visit to Bethlehem, using items she had brought back with her. The pupils were engaged throughout and made good progress in understanding why certain gifts were chosen to mark special events or special people.

26. In a very good Year 3 mathematics lesson, the teacher made her high expectations clear. While giving them good support, she ensured that they had to think for themselves, changing her approach to meet the individual needs of pupils. As a result, pupils made good progress in understanding how to halve numbers. A wide range of resources, including a computer, were well used in a good Year 3 English lesson which was taken at a brisk pace whilst ensuring that all pupils were able to keep up. Good use was also made of the class assistant in supporting a pupil with special educational needs so that he was fully included in the lesson.

27. In lessons otherwise judged to be satisfactory, teachers' expectations were either not high enough or the work was not closely matched to pupils' prior attainments. In a mathematics lesson in Years 3/6 the work was too closely linked to the text book, with the result that that pupils of all abilities, except those with special educational needs, were doing the same work. The pace was slow and there was too little challenge for the more able pupils.

28. In a minority of lessons, teachers have to spend time controlling the behaviour of a few restless, disruptive pupils. An example of this was seen in a history lesson for younger juniors. A few pupils were unsettled and lacked concentration, which impeded not only their own learning but also that of others. In the unsatisfactory music lesson, the teacher's lack of subject knowledge led to confusion amongst the pupils, who lost interest and became restless. As a result, pupils made unsatisfactory progress in their learning.

29. Small groups of pupils are well supported by the experienced, well-trained classroom assistants and this ensures that pupils with special educational needs are fully included in lessons. Teachers are aware of the needs of these pupils and provide well for them in their planning.

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

30. The school provides a broad and balanced curriculum which is relevant to all its pupils, offering a rich and stimulating range of learning opportunities. The national strategies for literacy and numeracy are well established and enable pupils to make good progress. The curriculum is enriched by a range of after school activities, including sporting and drama activities. These are well attended and greatly enjoyed by pupils. All subjects of the National Curriculum and religious education are taught and appropriate time is devoted to them.

31. The school's wide ranging international links have recently been recognised with an international award. Teachers work closely with a local secondary school, which has language college status. A French assistant from the college regularly visits to support the teaching of French to older pupils. They greatly enjoy these sessions and are enthusiastic about trying to speak French. The school reports that when they transfer to secondary schools, the receiving schools comment on pupils' confidence in learning new languages. The school also has visits from Japanese students who introduce pupils to a range of cultural

experiences. Pupils were fascinated to learn about the Japanese tea ceremony and to practise their skills in calligraphy and origami. Teachers have made exchange visits to schools in France, Italy, Norway and New Zealand. These links are continued by pupils corresponding by e-mail and letter with pupils in the exchange schools.

32. Earlier this term the school held an Arts Week. Pupils were offered a wide range of practical activities, including animation, model making, singing, dance, and drama. Records of this event show that pupils enjoyed a rich range of learning opportunities and they spoke of the week with great enthusiasm. This enthusiasm for learning has continued throughout the term and greatly enriches pupils' life at school.

33. The school has appropriate policies for sex education and for drugs awareness. The school nurse is involved in a structured sex education programme for pupils in Year 6. Drugs awareness is taught in the context of healthy lifestyles through the science curriculum and through personal, social and health education.

34. The curriculum is enriched by regular educational visits. Pupils are regularly taken to theatres, to the ballet and to local art galleries. They have visited the Roman baths in Bath as part of their history topic and have undertaken environmental studies at nearby Willsbridge Mill. The science curriculum has been enriched by visits to the 'At Bristol' science and environmental centre. There are very good links with the local community. Local church leaders are regular visitors to the school. Older local residents have visited to talk to pupils about their experiences and about the locality of Longwell Green in their youth. Pupils visit the local community centre each year to sing Christmas carols to elderly residents.

35. Links with local nursery schools and playgroups are effective. There is a structured programme of visits to introduce children to the reception class before they start school. At the age of 11 pupils transfer to a number of local secondary schools. The formal transfer arrangements are good, particularly for pupils who have special educational needs. There are strong links with the three main schools to which pupils transfer. The school works closely with other local primary schools. Curriculum leaders meet regularly to discuss developments in their subjects and to share good practice. Each year this cluster of schools meets for a combined professional development day.

36. There are very good arrangements in place for identifying pupils with special educational needs. A register of special educational needs is kept up to date by the co-ordinator. Pupils' individual education plans are of good quality and correctly identify the specific needs of pupils on the register. Pupils are withdrawn from lessons, including the literacy and numeracy hours, for a variety of purposes, including extra reading and individual musical tuition. The school is to review and extend the identified good practice regarding the practical arrangements of withdrawal to ensure that pupils have equal access to the curriculum.

Personal development, including spiritual, moral social and cultural

37. The personal development of pupils continues to be good. Very good provision is made for their social and cultural development. Pupils' moral development is good and their spiritual development satisfactory. The pupils' spiritual development is promoted in assemblies, in religious education lessons and in some other lessons. An example was when pupils considered their feelings as they listened to the poem *I Met at Eve* by Walter de la

Mere. There are too few opportunities to support pupils' spiritual development in other subjects such as music, art, science, dance and drama. Whilst acts of collective worship meet statutory requirements, they need to be developed further and extended to allow pupils time to reflect more fully on their own thoughts and feelings.

38. The aims, mission statement and ethos of the school, which stress respect for self and others, provide a strong focus for pupils' moral development. Values are fostered through the caring and supportive relationships which exist between all members of staff and pupils and by the very good example set by all who work in the school. The importance of truth and justice is communicated through the school's evident concern for them. Stories, parables, assemblies, religious education and the social and personal education programme address moral issues such as school rules and the responsibility of the individual. Although pupils devise class rules, there is not always a consistent approach to behaviour management in all classes. As a result, the inappropriate behaviour of a small number of pupils sometimes remains unchecked.

39. The school strongly encourages the development of good social skills. Those assemblies attended by all members of staff were well used to promote a feeling of community. Pupils are encouraged to be considerate towards each other and to appreciate each other's efforts. Older pupils are given many opportunities to care for younger pupils, which they were observed doing with great sensitivity. Pupils are aware that one of their main responsibilities is to set good examples to other pupils. Subjects such as science and geography give pupils opportunities to consider social issues such as care of the environment, and they are involved in a recycling project. Social development is also well supported through sporting and other links with the local community. Pupils are offered a wide range of opportunities to contribute to the wider community through, for example, independently organising charity collections. The annual Year 6 residential trip further enhances pupils' social development and their sense of achievement. The outstanding international links established by the school further supports pupils' social skills.

40. Provision for pupils' cultural development is a strong feature of the school. Pupils are encouraged to appreciate and to develop their knowledge of British culture and traditions. Visits to places of cultural and historical interest such as theatre visits, and visiting speakers such as the Tudor Peddler, do much to support this aspect of pupils' development and to enrich their experiences. Religious education lessons are well used to provide rich opportunities for awareness of and appreciation of pupils' understanding of the range of different faiths and cultures in Britain today. The Arts Week is well organised, and pupils learn about dances, music, art and literature from a range of cultures.

41. The school's outstanding international links enable pupils to forge links with pupils and adults in many other countries. They have learnt much through visits from pupils, students and teachers from countries such as France, Guyana, New Zealand, Norway, China and Japan. The school is justifiably proud of this work. The curriculum is highly enriched through these links and through the opportunities provided for pupils to learn to speak French.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The support, guidance and welfare available to pupils has improved since the last inspection and is now good. The school regards this aspect of school life as a key part of realising its aim for all children to reach their learning targets and become rounded individuals. The present quality of pastoral care makes a positive contribution to the standards achieved by pupils and the good progress they make in their academic and personal development.

43. The headteacher and staff have a thorough working knowledge of all their pupils. As a united team, they accept their pastoral role with diligence and determination. The headteacher's determination to welcome pupils with a wide range of individual needs is evident in the child-centred support programmes tailored to individual needs. Pupils feel constantly supported by this integrated and secure community without any loss of their independence.

44. The individual knowledge of each pupil is consolidated by very good procedures for monitoring and supporting pupils' personal development. Assessment procedures are rigorous, and give a good basis for discussions with the headteacher and at staff meetings. The quality of marking, however, is inconsistent and is being reviewed by the school. Parents are well involved in this process and receive precise feedback on the school's assessments. The school's very good knowledge of each child enables it to involve professional agencies in supporting pupils with special educational needs. The school effectively supports these pupils to meet targets set in their individual education plans and statements. The school very successfully meets the requirements of pupils who have specific and sometimes complex personal needs.

45. The school collects sufficient data from each parent to support any emergency, which is updated as required. There is very good liaison with the local secondary schools and as a result the anxieties of parents and their children are minimised when pupils change schools. Induction procedures are comprehensive and especially effective in guiding new pupils and parents. As a result, pupils make a confident start to their school lives. New parents meet all parts of the school family, including the school nurse, and are given an on-site tour by Year 6 pupils.

46. The support and guidance of pupils is underpinned by relevant, clearly written and updated policies. The staff are knowledgeable and apply policies consistently. New staff benefit from a handbook that explains what the school expects in this area of its work. The school nurse supports the school well with routine medical checks for pupils, training staff in special procedures and assisting the school with the sex education and drugs awareness programmes.

47. Child protection procedures are satisfactory but would benefit from a policy tailored to the school's needs. The headteacher has received recent training in applying the local education authority's guidance manual, but staff have received little formal training and guidance in new procedures. The staff handbook does not give comprehensive guidance to staff. The school receives good support from the school nurse and outside agencies for child protection issues.

48. The school has high expectations of the behaviour of its pupils, and supporting procedures are good. The school has achieved an effective balance between the definition of behaviour policy and rules and a fair-minded application of them. Pupils are actively engaged in setting class rules, which are prominently displayed. Adults work hard to raise pupils' self esteem through relevant praise, and reward personal achievement, good behaviour and

effort. The commendation cards, given at assemblies, are greatly prized by pupils. They enjoy being the 'special person of the week,' with a chance to show their knowledge in the 'hot seat.' Sanctions are well understood by pupils and parents, but little used, except where challenging behaviour makes regular intervention necessary. Staff are strong role models, and are consistently engaged with pupils outside classrooms. They are quickly able to detect and eliminate any oppressive behaviour and have the confidence to solve behavioural problems personally.

49. Attendance procedures and systems are very good, with teachers and administrative staff working well as a team to maintain high levels of attendance and low levels of unauthorised absence. A significant minority of parents take their children on holiday during term time. Health and safety procedures are satisfactory but lack rigour. A small number of health and safety problems have been reported to the school, although the toilet provision requires local education authority action. The school is a safe environment for all pupils and staff, but it has an above average accident rate, due in part to the aimless running around of pupils in the limited school playground and the boisterous football games played in inadequate space. The school has a sufficient complement of certificated first-aiders, but first aid facilities are inadequate as there is no dedicated on-site medical room.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The last inspection report indicated that the school had a good partnership with its parents and that information for parents was of good quality. The school has further improved its partnership with parents to the point where it is now a major strength. Parents have a high degree of interest in their children's education and the great majority value all that the school does for their children. Parents have no significant concerns.

51. The school's links with parents are very effective. Many have a long established relationship with the school through several generations or have links with the school within the community. All parents find it easy to develop informal communications with teachers and staff at either end of the school day. The school wants to be listening and welcoming and it is easy for parents to develop very good relationships through its open-door policy. The impact of parents in the school is very good. Approximately one in ten parents give high quality support to the school, as helpers within classrooms, through listening to readers, or by assisting on school visits.

52. The lack of space in the school hall means that parents are unable to attend celebration assemblies and they greatly regret this. The Parent Teachers Association works tirelessly through a large and enthusiastic committee to provide memorable social events and raise funds for the school. They made a particularly valuable contribution to the school's new ICT suite.

53. Overall, the quality of information for parents is good. The prospectus is satisfactory but the annual governors' report to parents does not meet statutory requirements in many areas. The school's aims and documentation involve parents and indicate that the school values its parents. Parents receive very good communications through a high quality notice board, but classrooms do not have individual notice boards for parents. All written communications are mindful of the need to engage parents' interest, and are regular and timely. Parents receive good quality newsletters and these are supplemented by a school magazine, which explains education initiatives and ideas. Annual reports to parents are

satisfactory. They give perceptive feedback into pupils' abilities and performance in subjects of the National Curriculum, though some are combined statements. Parents are given details of their children's performance against past targets, and new targets are explained. These form the basis of effective formal conversations between parents and teachers.

54. The growth of the educational partnership is very good. Parents are very aware of their statutory obligations regarding attendance and punctuality, and support the school well to produce a good outcome. The home-school agreement has been universally agreed and parents try to comply with both its spirit and its letter. Attendance at class information meetings at the start of the school year is high, as it is at formal discussions of pupil's progress, curriculum evenings and the annual meetings held by the governors and PTA. There has been a good response from parents to a weekly after-school ICT course for parents and their children.

55. A growing number of parents approve the present homework arrangements, and there is good joint participation between pupils and parents. Reading diaries are well used to support a very good dialogue between teachers and many parents. Parents are well supported when their children join the reception classes. They appreciate the clear communication of school routines and their early involvement with all aspects of school life. Parents receive well co-ordinated guidance during the transfer of pupils to local secondary schools as a result of the good relationships the school has developed.

56. Parents of pupils with special educational needs are invited to be fully involved in the reviews of their children's progress. The school gives very good individual support to parents when pupils have special difficulties, and determinedly involves outside agencies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher's unique, engaging and individualistic style of leadership provides a clear educational direction, in which the specific skills and expertise of the staff are encouraged and directed to the overarching drive for higher standards in all aspects of its work. Key governors and senior staff play an important role in putting the ideals into practice. As a result, the school achieves high standards in a welcoming friendly environment, and very successfully meets its specific aims to promote the personal and academic development of all its pupils.

58. Senior members of staff have specific responsibilities in overseeing areas of the school's work, which they carry out diligently and effectively. 'Facilitator groups' made up of teachers from each key stage for each subject give good support to teaching and learning, planning together and disseminating good practice. The effectiveness of the governing body, which is well led by the chair, has improved considerably since the last inspection. Key governors now have a clear understanding of the strengths and weaknesses of the school and play a significant role in planning future developments. They were, for example, closely involved in improving the school's provision in information and communication technology. With the exception of an unsatisfactory annual report to parents, they fulfil all statutory duties.

59. The headteacher informally monitors all teachers and has a good knowledge of their strengths and weaknesses. He has carried out more formal monitoring of the newly qualified teachers and senior staff, the early years, and information and communication technology. He passes on his findings either orally or in written form.

60. Senior staff have monitored teaching and learning in science and there is a particularly effective programme for English. Similar arrangements are to be introduced in mathematics.

An extension of these formal arrangements now needs to be made for other subjects. The headteacher holds formal professional discussions with all teachers twice a year, and these inform professional and whole school training needs. Targets are set in the summer and evaluated in the autumn. These arrangements complement the school's performance management policy.

61. The school development plan has improved since the last inspection. It now has clear priorities for development targeted at raising standards and improving the school's performance. The plan identifies responsibilities and sets out time-scales. The links with the budget, however, require further clarification.

62. Continuous review of pupils' standards, with teaching and learning strategies adjusted accordingly, has enabled the school to meet its targets. All in the school community are committed to improving the quality of education it provides. They can point to steady improvement in the past. The improved provision for information and communication technology, together with the careful analysis of the school's assessments and national test results, leaves the school well placed to succeed further.

63. The management of special educational needs is good. There is, however, insufficient time to liaise regularly with class assistants to monitor fully the special needs programme throughout the school. The school has already identified the need to strengthen liaison between the special educational needs co-ordinator, classroom teachers, classroom support assistants, outside agencies, parents and the special needs governor.

64. The school enjoys a high degree of staff stability and there is a significantly good team spirit. There are sufficient and suitably qualified staff to meet the demands of the National Curriculum and for children under five. There is a good blend of experience, including three newly qualified teachers. The pupil-teacher ratio is favourable in comparison with the national average, and class sizes do not exceed national expectations. Newly qualified teachers receive a very professional level of mentoring from enthusiastic and experienced mentors, with a good balance of on- and off-site training, so that they receive a very good induction year.

65. The school has reduced its level of classroom support assistants during the last two years, and the result is that teachers are often unsupported in some lessons. The ratio of pupils to supervision at lunchtime is adequate for the demands of a large site. The school runs smoothly, owing to the sufficient numbers and commitment of the administrative staff, catering staff and caretaker. All staff have received an appropriate amount of training to perform their roles, and benefit from a useful staff handbook.

66. Overall, the standard of accommodation is unsatisfactory. The outside mobile classrooms are in need of redecoration and repair and one lacks toilet facilities, so that pupils need to cross the school playground to the main school in all types of weather. Classrooms are visually attractive but some are cramped and hamper the teaching of practical subjects. The school hall and one Year 6 classroom are used as a thoroughfare even when lessons are taking place. Nearly all the teaching of small groups of pupils takes place in inappropriate cramped areas of the school. The school library is limited and there is no separate medical room facility for sick pupils. Although the school grounds are substantial and environmentally attractive, with an adventure playground, the hard playground areas are inadequate for the numbers of pupils. The early years outside area is integrated within the main playground and is inadequate, limiting the physical development of pupils. Storage space on the site is at a premium, and the storage of large apparatus in the hall and around the adjacent area is not ideal. The school's toilet provision for all pupils is insufficient and does not meet statutory requirements. The recently opened computer suite is a first class facility. The decoration of

the school is generally satisfactory. It is well maintained and cleaned by the caretaker and cleaning staff.

67. The school has improved its resources since the last inspection. Resources in English, mathematics, art and physical education are good. Those for information and communication technology are at an exceptional level, enabling high quality teaching and learning of the subject throughout the school. In the Foundation Stage, resources are good, but there is a limited range of large outside equipment. With the exception of music, resources for learning are satisfactory in all subjects of the National Curriculum and in religious education.

68. The budget is very well managed to support clearly defined educational priorities, although spending is not detailed in the school development plan. The chair of the finance committee works closely with senior staff in setting the budget. This careful planning has enabled the school to introduce single-age classes and greatly improve the provision of information and communication technology. Relatively large balances have been accrued to ensure that these aims have been met. Further consideration now has to be given how best to support staff in the school by, for example, increasing the level of learning assistants. The school applies the principles of best value in all aspects of its work.

69. Since September, when the new ICT suite was opened and specialist teaching began, the school is making good use of new technology. Its use in office systems and assessment procedures, however, is in an early stage of development. Good use is made of all the money available to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. There are no key issues.

71. The governors should, however, consider including the following issues in their action plan:

- provide regular opportunities for subject specialists to monitor formally the quality of teaching and learning in lessons;
- seek ways to provide extra adult help to support teaching staff;
- devise strategies to improve the behaviour of the minority of disruptive pupils;
- provide a more challenging mathematics curriculum for the more able pupils;
- provide an outside play area for the reception classes, review the range of playground activities available to all pupils;
- Seek ways, with the appropriate outside agencies, to improve the accommodation overall;
- improve the quality of presentation, handwriting and spelling, particularly for older pupils;
- cost the priorities in the school development plan and ensure that success criteria are more specific so that governors can more easily judge the quality of education the school is providing;
- ensure that the governor's annual report to parents meets statutory requirements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	91

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	41	18	1	0	0
Percentage	2	23	51	22	1	0	0

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

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)	N/A	367
Number of full-time pupils known to be eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR –Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	87

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	33	17	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	29	31	33
	Girls	17	17	17
	Total	46	48	50
Percentage of pupils at NC Level 2 or above	School	92 (91)	96 (91)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	30	29	23
	Girls	17	17	17
	Total	47	46	40
Percentage of pupils at NC Level 2 or above	School	94 (91)	92 (91)	80 (85)
	National	85 (84)	89 (88)	89 (85)

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	20	31	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	17	20
	Girls	29	27	29
	Total	47	44	49
Percentage of pupils at NC Level 4 or above	School	92 (94)	86 (73)	96 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	15	20
	Girls	29	25	29
	Total	47	40	49
Percentage of pupils at NC Level 4 or above	School	94 (86)	80 (88)	98 (96)
	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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	360
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

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	1	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.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	23.1
Average class size	26.2

Education support staff:

YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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£

Total income	604398.00
Total expenditure	610352.00
Expenditure per pupil	1682.00
Balance brought forward from previous year	44220.00
Balance carried forward to next year	38266.00

Recruitment of teachers

Number of teachers who left the school during the last two years	2
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
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

367
140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	66	31	1	0	1
Behaviour in the school is good.	44	48	6	1	1
My child gets the right amount of work to do at home.	44	43	11	1	1
The teaching is good.	69	29	1	0	1
I am kept well informed about how my child is getting on.	54	39	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	66	31	3	0	1
The school works closely with parents.	51	36	9	1	4
The school is well led and managed.	49	40	5	1	4
The school is helping my child become mature and responsible.	54	42	1	0	4
The school provides an interesting range of activities outside lessons.	33	44	7	3	14

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

72. Children in the Foundation Stage are taught in the reception classes. Children enter the school when they are four and attend part-time for a few weeks. By half term in their first term the majority of children are ready to stay at school all day. Reception children had been in school full-time for six weeks when the inspection took place. The majority of children attend a playgroup or a nursery before they come to the school. There are excellent arrangements for their gradual induction into school and for their parents to attend a well-planned series of meetings.

73. Children enter the reception classes with overall levels of attainment slightly above those expected of children of this age. On the local education authority's baseline assessment they score well above average in speaking and listening skills and in personal, social and emotional development. They score just above average in reading skills and mathematical development and about average in writing skills. They make very good progress during the time they spend in the reception classes.

74. Nearly all children are on course to meet the Early Learning Goals in all areas by the time they enter Year 1, and about two thirds of them are already meeting them in many aspects of personal, social and emotional development, communication, language and literacy, mathematical development, and knowledge and understanding of the world. The great majority of children are on course to meet the Early Learning Goals in physical and creative development by the time they enter Year 1. This is much better than at the time of the last inspection.

75. Teaching is very good for all the children in the reception classes, and is also much improved since the last inspection. Of the ten lessons seen one literacy lesson was excellent, four other lessons were very good, and five were good. The information and communication technology lesson taught by a specialist teacher was also excellent. Teachers' expertise in the developmental needs of these children is evident in the good medium-term planning to meet the Early Learning Goals. The teachers provide a range of stimulating activities that help the children learn the skills they need. They teach the basic skills needed for literacy and numeracy extremely well.

76. All adults have very high expectations of the children's behaviour and learning. The pace of lessons and the rigour with which they are delivered is quite breathtaking and results in the children learning fast and well. The adults plan well together and work as a team. Teachers have a very good range of teaching methods. They work with large and small groups and with individuals, on planned tasks. They interact with children working on tasks which the children have chosen themselves, and move them on in their learning through skilful questioning. They manage the children very well: children are taught the rules and systems in the classes and all adults remind them, in context, of how they should behave and interact.

77. Resources for most areas of the curriculum are very good. However, there is not a broad enough range of dressing-up clothes and household goods to reflect the multi-cultural dimensions of the city near which the children live. The classes have no secure outdoor play area and few toys or equipment to develop gross motor skills. Physical education lessons and playtimes with older pupils are no substitute for daily access to high quality

planned activities that develop children's gross motor skills and encourage their social development. At times the range of planned activities for those children not in a focussed teaching group is too narrow for children in their first term in the reception class. The quality of ongoing assessment is good. Staff note children's responses and draw upon them when planning the next lesson.

78. Children have very good attitudes to learning. They learn well and make good progress. The children quickly acquire skills, knowledge and understanding in all areas of the curriculum. They make great efforts to learn, and work hard and at a good pace. The children are very interested in all the activities, learn to concentrate for increasing lengths of time, and become independent. They are proud when they have learnt a new skill, whether it is finishing a difficult jigsaw puzzle or using their phonic skills to write a word such as 'boat' correctly.

79. The Foundation Stage is well led and managed. The two reception class teachers are reviewing the Early Years policy in the light of the Foundation Stage Curriculum. They realize that the reception class curriculum needs careful planning to ensure that it is in line with the Early Learning Goals and the beginning of the National Curriculum for those children who are ready to cope with it. The teachers are pleased that the reception year now has its own curriculum, and do much to promote the importance of this stage within the school.

Personal, social and emotional development

80. Children rapidly feel safe and secure in their new environment as a result of the caring and supportive environment. They make very good progress and soon gain confidence to relate to adults and to co-operate with one another. They learn to take turns, for example, when they pass a cuddly toy round the class at circle time and say which is their favourite colour, and when playing together with jigsaw puzzles and construction toys. The teacher reminded the children of the story they had heard earlier about the grandmother and the spider who were always arguing, and asked what they would say to other children in their class. One said: 'I'd say they were kind,' and another added: 'I'd say they did nice work'. The children dress and undress themselves at the beginning and end of the day and for physical education lessons without help, and they are responsible for collecting their own lunch-boxes and book bags. They go to the toilet independently and remember to wash their hands afterwards.

Communication, language and literacy skills

81. Provision for this aspect of learning is very good. Children develop their skills in listening and speaking through a range of role-play activities such as the home corner and through taking part in class discussions. They are able to listen with understanding and enjoyment to stories and rhymes, and recount their personal experiences at length when discussing what they do at home. They interact with adults and other children, using appropriate language. Most pupils enjoy looking at print, pictures and books and are aware that print goes from left to right. When they come to school some children recognise familiar words such as their name, and gradually build up a sight vocabulary of words in the early reading books. In one lesson observed, the children knew all the phonemes of the alphabet and were learning 'ee', 'or' and 'er'. They use this knowledge to write sentences such as 'Incy went up the tree' with most words spelt correctly. They hold pencils properly, and when they are in a group with the teacher most form letters accurately. When on their own they tend to be less careful.

Mathematical development

82. Staff teach children to count objects one by one to aid accuracy. Children learn quickly, especially when specific language is used, such as the names of shapes. Most children recognise a circle, a square, a rectangle and a triangle and select suitable shapes to make a picture. They identify the number before or after a single digit number and about two-thirds of the class say that six 'comes between five and seven'. Children begin to understand commutability of number as the teacher arranges the eight legs of a spider unevenly on either side of its body. One boy noticed that they had written $5+3$ and $3+5$. The teacher then asked the children to start with $7+1$ and make a list of the numbers in order. Several children soon noticed that 'one side goes up and the other goes down'. This is a good example of the teacher extending the children's learning when they show they are ready to learn more than she had planned.

Knowledge and understanding of the world

83. Children enter school with good general knowledge. They show an interest in their environment and in visitors to the classroom. They learn about the world through looking at the leaves they gather in the playground and thinking what creatures such as hedgehogs do in winter. They know that spiders have a body, a head and eight legs. Some remember the word 'thorax'. In the information and communication technology lesson they used the program 'Painter' to draw a spider and write its name. They could change colour and the size of the brush, fill in shapes and write letters. They identified the use of the 'fill can', and the 'open door'. Most children had good mouse control skills.

Physical development

84. There is little provision for outdoor play because there is no secure outside area. The children have two lessons in the hall each week and go out to play with all the children in Years 1 and 2. This is unsatisfactory, and children do not make the progress they should. In a hall lesson the children were able to move to the wet weather poem the teacher read to them, pretending to splash through puddles and walk through the mud. Almost all children have good manipulative skills, handling small objects with skill and care. They use scissors and crayons well.

Creative development

85. Children enjoy drawing and painting and demonstrate care in such activities. Some children show increasing skills when painting recognisable pictures. One girl had drawn a detailed picture and told the teacher: 'The spider is smiling because he's just caught a fly – and look, he's wrapped it up.' They print with leaves in autumn colours. There are opportunities to take part in good quality role-play such as in the 'kitchen', which enables them to extend their language and social skills. They enjoy singing and playing instruments in time. Some children show good rhythmic ability. They play with pride the musical instruments they have made, accompanying the song *Rain on Rooftops*. They enjoy singing simple songs such as *Twinkle, twinkle, little star* with enthusiasm.

ENGLISH

86. Standards in English have shown steady improvement since the last inspection and are improving at a rate above the national trend, although results in reading have varied from year to year. They continue to be above standards achieved nationally for seven- and 11yearolds. Results in the year 2001 national tests show that standards in reading and writing for seven year olds are well above those achieved nationally by children of their age. The proportion of pupils attaining the higher Level 3 in reading and writing is above the national average. Eleven year olds attain results above the national expectations and the proportion attaining the higher Level 5 is close to the national average. The school's meticulous analysis of pupils' results shows that all pupils make good progress in English throughout the school. This represents good improvement since the previous inspection.

87. When pupils enter the school they are confident in speaking and have good listening skills. Many have already achieved the nationally recommended early learning goals for five and six year olds. Their reading and writing skills are developing well. Pupils are confident in answering questions and in speaking to the class. They are keen to contribute in assemblies. As they progress through the school, pupils develop their speaking skills in a variety of situations. During the inspection, a Year 5 class gave an assembly. Pupils confidently presented some short scenes illustrating the teachings of Jesus. Pupils enjoy talking to visitors about their work. By the time they are 11 pupils are fluent and confident in expressing their views. They listen well to each other in discussion. They use a good range of descriptive vocabulary to express their views.

88. Pupils throughout the school enjoy reading and make good progress in developing their skills. They read regularly at home with family members and many are members of local libraries. Seven-year-old pupils recognise a good range of words on sight but do not always show a variety of strategies for tackling unfamiliar words. They sometimes wait to be told new words rather than use the pictures or context to work out the meaning, or sound out words. Most seven year olds, however, attain above average standards in reading.

89. By the time they are 11, many pupils read enthusiastically for pleasure. They are confident in using libraries and are easily able to find the information they need from books and other sources. They talk about a good range of books and authors. In addition to enjoying popular fiction by authors such as Roald Dahl and Dick King-Smith, they are familiar with classical writers such as Dickens and Shakespeare and happily discuss the texts they have studied in their English lessons. They are confident in tackling very complex texts, for example *The Hobbit* by J.R.R. Tolkien, though they find much of the style and content very difficult.

90. Pupils make good progress in their writing, and by the time they are 11 their attainment is above average. The most able seven year olds write well. They are developing good knowledge of sounds and apply this well in trying out their spellings. They are beginning to use dictionaries to help with unfamiliar words. In writing descriptions they understand that words can be written in a way which guides the reader's expression, for example, one pupil in writing about a winter scene described it as 'ffrreeezzing'. He knew how to spell the word correctly but used the extra consonants for emphasis as he had seen authors do in books. He explained this by reading his work aloud. Pupils continue to make good progress in their writing skills.

91. By the time they are 11 pupils have a good understanding of grammar and punctuation. They write sustained stories with good attention to character and plot. They are able to use different forms of writing appropriately, for example in writing factual

accounts. They show good understanding of personification and metaphor and are able to use these very effectively when writing poetry. For example, pupils described the night as 'a black blanket engulfing the country' and a ghost as 'a shimmering reflection floating in the sky, a wind chime howling'.

92. The work of some older pupils is let down by weak handwriting skills. The school is addressing this and promotes handwriting well in the lower part of the school. The effects of this attention are yet to become apparent in the work of some older pupils. Spelling is weak for some pupils. Their knowledge of letter sounds is secure but they are inclined to wait for help rather than try to spell words for themselves or to look them up in dictionaries. The school has introduced systematic teaching of phonics in the earlier classes and this is beginning to show effect.

93. Teaching of English is good throughout the school. In just over a third of the lessons seen the teaching was very good. A small proportion of the teaching was satisfactory. There was no unsatisfactory teaching. All teachers have a good understanding of how to teach reading and writing. Teachers take care to develop pupils' vocabulary and to extend their knowledge and understanding of the structure of language. They explain carefully to pupils what they are expected to do, and review learning well at the end of lessons. Teachers use a rich and wide vocabulary to promote pupils' interest in new words. They teach pupils the correct terms for language and insist that they use these correctly. This encourages pupils to express their ideas accurately. Teachers challenge pupils to think for themselves and to explain their ideas clearly. They use a good range of teaching strategies to ensure that pupils remain focused and attentive.

94. Management of English is satisfactory. There is no single co-ordinator but a team of staff work together to develop the subject. Monitoring of teaching is carried out by the headteacher. At present, planning is not monitored but the structure of the National Literacy Strategy ensures that children build on their learning as they move through the school. Pupils' test results in English are rigorously analysed and used to inform further work. The English team sample pupils' work on a yearly basis. More frequent work sampling would provide the school with greater information about pupils' progress and enable the school to progress further.

MATHEMATICS

95. At the time of the last inspection standards in mathematics were judged to be good at the age of seven and satisfactory at the age of 11. Standards of numeracy were judged to be good throughout the school. The percentage of seven-year olds reaching the nationally expected level in mathematics in 2001 was above the national average. The proportion of these pupils reaching the higher level was also above the national average. The school's performance in mathematics at age seven has been consistently above the national average since 1997. This good attainment is confirmed by evidence from lessons and the scrutiny of pupils' books in the current inspection.

96. The percentage of 11 year olds who reached the expected level in national tests was also above average in 2001. However, the proportion of these pupils reaching the higher level was close to the national average. The school's performance in mathematics at age 11 has fluctuated considerably since 1997 but with the exception of 2000 has been at least in line with national expectations. Inspection evidence suggests that by the time they are seven and eleven, pupils in the current Year 2 and Year 6 are likely to achieve standards above the national expectations for children of their age.

97. Pupils in Year 2 can halve and double numbers, and more able pupils know that to find a quarter you can halve a number then halve it again. They can identify patterns in fraction sequences and a few pupils can generate a rule from the sequences. Most pupils have a good understanding of odd and even numbers and link this to knowledge of the two times table.

98. Most pupils in Year 6 are confident with large numbers. They are, for example, able to round numbers to the nearest thousand. They can convert fractions to percentages and find fractions or percentages of large numbers. Most pupils are able to apply their knowledge in a range of structured situations, and more able pupils can apply rules generated from specific examples.

99. The quality of teaching in mathematics lessons in Years 1 and 2 was good in four out of the five lessons observed. In Years 3 to 6, the quality of teaching was never less than satisfactory but was good in only two out of the seven lessons seen. Lessons in both key stages were largely structured by the commercial scheme in use throughout the school. Teachers in Years 1 and 2 use the scheme more flexibly as a tool, rather than let it dictate the content of the lesson. Teachers extend the thinking of pupils and devise a range of strategies which meet the needs of the different ability groups within the class. Most teachers plan their mental number sessions to link with the main teaching focus, and this gives lessons an overall cohesion.

100. In Years 3 to 6, too many lessons are dictated by the requirements of the scheme. In some lessons all pupils are working from the same page of the textbook despite the fact that lower attaining pupils cannot understand the tasks and that more able pupils are not challenged by the work. In other classes, although pupils are working from different pages of the textbook, the extension work for the more able is largely 'more of the same' rather than different kinds of activities which challenge their thinking. In Year 6, groups of more able pupils are withdrawn for targeted activities. The lack of additional adult support in many classrooms means that lower attaining pupils will sometimes struggle to cope with the consolidation tasks. A more structured approach to monitoring teaching and learning in mathematics is to be introduced in the spring term.

101. Teachers plan together in year groups to ensure that pupils in parallel classes receive similar provision, though the flexibility with which teachers interpret the planning means that, in practice, pupils in some classes receive a more stimulating diet.

102. Marking is inconsistent across the school. Marking in Years 1 and 2 is generally good, indicating the context of the work and the amount of support given. Individual targets are clearly addressed through the tasks set. In some classes in Years 3 to 6, pupils mark their own work, while in others teachers mark pupils' work and add helpful comments. There is a similar variation in presentation. In some classes poor standards of presentation are accepted, and these affect the accuracy of pupils' calculations.

103. The previous report noted that reliance on a published scheme 'hampers the progress of a significant number of pupils for whom an extended curriculum is essential'. The school has adopted a different commercial scheme but has not adequately addressed the issue of an extended curriculum for its higher attaining pupils, many of whom are not making the progress in mathematics of which they are capable.

104. The co-ordination of mathematics through 'facilitator groups' is satisfactory. They provide good support for colleagues and analyse statistics from national tests. However, they are still insufficiently rigorous in monitoring teaching standards and in ensuring that clear targets are set for groups of pupils. The introduction of a commercial scheme has provided

a framework for teaching mathematics, which supports the structure of the national numeracy strategy, but there has been not enough monitoring and evaluation of the way it is being put into practice.

105. Resources are good and are used effectively to support learning. Good use is made of information technology to support the teaching of mathematics. Good examples of teachers using technology to introduce or reinforce key teaching points were observed during the inspection. Teachers in Year 3, for example, used an overhead projector to illustrate work on fractions. This allowed pupils to engage more closely with the work.

SCIENCE

106. Pupils currently in Year 6 attain standards that are well above those expected for pupils aged 11. Results in the year 2001 national tests show that pupils in that year group attained standards which were well above the national average and that they achieved well in relation to their prior attainment. Test results and inspection findings show little significant difference between the attainment of boys and girls in this age group. Results of the National Curriculum teacher assessments for pupils aged seven show that pupils achieved levels that were below the national average. Girls achieved better than boys in this age group.

107. The school now closely analyses its test results to identify weaknesses in provision and to make adjustments. As a result, good use is being made of teachers' expertise in Year 2 and this is having a positive impact on pupils' learning and attainment. The subject leadership also recognises the need to make more rigorous use of assessment procedures through the year to ensure that all pupils in this year group attain the standards of which they are capable. Although standards at the end of Year 2 are not as good as they were at the time of the last inspection in 1997, standards achieved by pupils in Year 6 are better than they were then.

108. The quality of teaching and learning seen during the inspection was good. Teaching was very good in three lessons, good in four and satisfactory in three. Although it is particularly strong in Year 6, there is no significant difference between teaching in classes in Years 1 and 2 and that in Years 3 to 6. Evidence from lessons, and analysis of pupils' work and teacher's plans, as well as discussions, show that all aspects of the subject are covered during the year.

109. A correct emphasis is placed on developing the important skills of investigation and enquiry. As a result, by the end of Year 6 most pupils describe the way a task is performed and how to alter one variable without affecting the others. This was seen when pupils were describing methods such as filtration for separating simple mixtures. Higher attaining pupils apply their knowledge of how mixtures such as salt and water can be separated, and suggest other mixtures that can be separated. All pupils predict what will happen and have a good understanding of the need for a fair test.

110. These important investigative skills are being well taught in Years 1 and 2 and teachers continue to build on these in Years 3 to 6. Practical tasks for pupils in Year 1, for example, lead them to discover and provide a description of the movement of familiar toys, such as a car changing speed and direction. They go on to understand that there is a reason for things speeding up, slowing down and changing direction.

111. By the end of Year 2, pupils have been taught to respond to suggestions on how to find things out, and to record their findings using correct scientific terminology and simple tables. An example of this was seen when pupils in a Year 2 lesson were investigating the correct types of food to help humans to keep healthy. The class teacher in this lesson, as in the others seen, had prepared an interesting range of resources for pupils to consider, so that by the end of the lesson most pupils gave good explanations about why a balanced diet is important and could group different foodstuffs correctly. Pupils' work shows that in the in the area of materials and their properties, pupils have been led to discover that materials can be stretched, bent, squashed or stretched, and that some materials are permanently changed through heating, for example.

112. A common feature of all lessons was the teachers' good understanding of the subject, which allows them to teach the correct vocabulary and to challenge pupils at appropriate levels. The pace of teaching and learning is good and teachers are successful in motivating pupils. Although most teachers have high expectations of work and behaviour, some teachers do not expect enough from pupils in conveying data and describing their experiments in a neat and methodical way.

113. By the end of Year 6, because of the emphasis placed on discovering for themselves, pupils appreciate the feeding relationships between plants and animals in a habitat, describing them in appropriate terms such as *food chains*, *predator* and *prey*. Higher attaining pupils are challenged further to appreciate the great variety of living things and thus the importance of classification. Analysis of pupils' work shows that pupils are given good opportunities to generalise about physical phenomena, such as the effect upon motion of such forces as gravitational and magnetic attraction. Higher attaining pupils go on to use abstract ideas in describing known phenomena, for example stationery objects revealing a balance of forces.

114. Another good example of pupils' developing good scientific skills was seen in a Year 3 lesson, when the teacher provided pupils with a good range of materials and resources so that they could identify and compare different soils. Most pupils worked well, so that by the end of the lesson they could identify and name soils such as *gravel* and *basalt* and had learnt terms such as *metamorphic* and *sedimentary*. The behaviour of most pupils in this lesson, as in others, was very good and they showed good attitudes to learning and discovering. However, the immature, restless behaviour of a small number of pupils detracted from their learning.

115. Teachers are sensitive to the need of pupils with special educational needs, and boys and girls of all abilities are fully included in lessons. Extra support provided for pupils with special educational needs is effective and ensures that they make progress similar to that of other pupils in lessons. A measure of the school's success with pupils with special educational needs is the number who achieve the expected level at the end of Year 6.

116. The subject is well managed and there is a clear commitment to improvement. A satisfactory range of resources is well used to support teaching and learning. Teachers ensure that the subject makes a good contribution to pupils' moral and social development, as they consider environmental and health issues such as drug and alcohol abuse. Visits to places of scientific and environmental interest, including a residential trip, are well used to enrich the curriculum and pupils' experiences. Assessment tests are regularly set at the end of units to discover what pupils have understood and to identify where work needs to be repeated. Assessment information is now well used to plan work in all classes.

ART AND DESIGN

117. At the time of the last report, standards in art were judged to be satisfactory at the age of seven and at the age of 11. During the current inspection, timetabling arrangements meant that it was possible to observe only one art lesson. Evidence from work retained by the school and from displays indicates that pupils' attainment matches national expectations. The school has addressed the issue of lack of support for teaching, noted in the last report, by introducing a commercial scheme to structure the teaching of art and ensure the development of intrinsic skills throughout the school. This provides a minimum entitlement for all pupils but some teachers extend it, depending on their expertise and interest in the subject. Coverage is better in Years 1, 2 and 3, where art is more central to pupils' experience.

118. A recent Arts Week raised the profile of art and filled the school with exuberant displays, based primarily on a rain forest theme. Pupils in Year 1, for example, made large tissue paper flowers in the style of Georgia O'Keeffe. Pupils in Year 3 created papier-mâché animal masks as part of a lively classroom display. Pupils in Year 6 decorated a corridor wall with a vibrant rain forest mural. Pupils are introduced to the work of a variety of artists, including Van Gogh, Monet, Picasso and Klee. Pupils in Year 6 have produced their own pastel versions of Rousseau's painting *Surprised, Storm in the Forest*.

119. Management of the subject through 'facilitator groups' is satisfactory. There is an appropriate emphasis on the development of specific skills, and the purchased scheme ensures a progression of skills throughout the school. The facilitators provide advice and collect in examples of work. However, assessment procedures are under-developed, and are currently restricted to annual assessments based on National Curriculum level descriptors. Opportunities for pupils to evaluate and refine their work are limited. Resources are good and are used appropriately.

DESIGN AND TECHNOLOGY

120. Standards are in line with what is expected nationally for pupils at age seven and 11, as they were at the time of the last inspection. Timetabling arrangements meant that it was not possible to observe lessons in Years 4 to 6 and no work was available from previous years. Earlier in the term, however, the school had held an Arts Week and design and technology work from that was displayed.

121. In Year 1, the 'design, make and evaluate' process is in place. Pupils had designed a puppet or picture with two moving parts. Most pupils used brass fasteners for the joints but two or three pupils made parts move with cardboard sliders. In Year 2, the pupils, who had learnt about the properties of bricks, watched spellbound as a bricklayer built a small piece of wall in their classroom. They learnt the correct ratio of sand to cement for a good bond and how to lay a stretcher bond. This experience also developed their scientific knowledge. In Year 3, pupils working on a study of containers looked at the types of handles on carrier bags. They evaluated their strength and suitability for the task before using their mathematical knowledge to find the area of the bags. Discussions with pupils during lessons showed that pupils enjoy design and technology work.

122. The rainforest displays from the work done in arts week contained examples of papier mache animal masks, paper tribal masks, stuffed and sewn snakes, large cardboard elephants, nearly life-size cardboard trees and twisted crepe paper creepers.

123. Three lessons were seen during the inspection. One was satisfactory and one was good. Teaching could not be evaluated in the third as most of it was done by the bricklayer. Teaching was better where teachers had high expectations of the quality of pupils' work and asked them to be neater, cut carefully, and take more time. Planning was detailed and supported pupils' learning. Pupils were generally managed well, but at times some pupils did not work as sensibly as they could. This hampered their own learning and that of others.

124. The school has modified national guidance to suit school needs. Teachers' planning shows that the programmes of study are covered and National Curriculum requirements met. The facilitators do not monitor through observing lessons. They are aware of the need to develop the subject further in the school to ensure continuity and progress. Assessment is underdeveloped. The resources for design and technology are adequate, an improvement since the last inspection.

GEOGRAPHY

125. Standards are in line with what is expected nationally for pupils at age seven and eleven, as they were at the time of the previous inspection. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding as they move through the school. There is, however, a limited amount of written work, which is often untidy, with poor punctuation and handwriting. The international links the school has with several European countries and New Zealand enhance the pupils' geographical knowledge and make facts come alive to them. Visits are made to local places such as Willsbridge Mill where pupils study water erosion.

126. Pupils in Year 1 know the differences between hot and cold countries. Pupils in Year 2 know the countries of the United Kingdom and where they themselves live within England. They learn about the geographical features of the immediate area around their school. Pupils in Year 3 learn to interpret a map and some know the symbols for common landmarks. They know what geographical features are needed for people to settle in an area, and draw maps of imaginary villages incorporating them. In Year 5, pupils study the effect the Avon Gorge has had on the life of Bristol and then extend their study into rivers around the world. They learn that rivers are important to peoples' survival but that they can also bring disasters. Pupils in Year 6 spend a residential week in the Isle of Wight. They develop map reading skills, using maps of a variety of scales. Most pupils cope well with four figure co-ordinates and many successfully manage to read six figure ones. They study the effects of erosion on people's lives. Pupils understand the main similarities and differences between life in France and Longwell Green. They know the main geographical facts about the country and can name cities and departments of France.

127. Only two geography lessons were observed during the week of the inspection, of which one was judged to be good and the other satisfactory, an improvement since the last inspection when some unsatisfactory teaching was seen. Year 2 pupils were engrossed in a lesson about life in Douala in the Cameroons. The teacher had many photographs and articles of clothing to support her teaching. Her subject knowledge was good. In a lesson for older juniors, the lesson was well prepared, with good use made of atlases, globes and maps, but the teacher's subject knowledge was insufficient to allow correct answers to some of the pupils' questions. Some work is not marked, and where it is there is no indication of what is good or what pupils must do to improve their work further. Expectations of correct spelling, neat handwriting and use of punctuation are low. There is little extended writing except in Year 6.

128. The facilitators support teachers' planning and have led the adaptation of the national subject guidelines to the school's needs. They have attended cluster meetings and courses and disseminated information to the staff. Resources have been substantially improved since the last inspection. They are now satisfactory.

HISTORY

129. Standards are in line with those expected for pupils age seven and eleven, but standards of handwriting and presentation, spelling and punctuation are unsatisfactory. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding, as they did at the last inspection.

130. In Year 1, pupils begin to understand chronology through their own lives and the changes that have happened to them. They look at old and new toys and can say whether they are 'new', 'old' or 'very old'. Year 2 pupils extend their understanding of chronology, using a time line of their own lives. They learn about famous events such as the fire of London. They recall facts well and write graphic accounts of the fire, in the style of Samuel Pepys. They use reference books to find out more information for themselves.

131. Year 3 pupils learn about life in Roman Britain. They compare the lives of the Celts with that of the Britons and know about the deeds of Queen Boudicca. In Year 4, pupils have a good understanding of lives and times of the Tudor period. During the inspection they extended their knowledge into the Stuart period, studying the plague and the fire of London. Year 5 pupils compared life in Ancient Greece with life today and then compared the regimes in Sparta and Athens. They developed their sense of chronology through using a time line that extended from B.C. to A.D. In Year 6, pupils can talk about the Ancient Egyptians and have used various methods of research such as the Internet. They have a broad knowledge of a wide range of aspects of life in Ancient Egypt, and during the inspection they were working in pairs to prepare a presentation of their favourite aspect, to give to the class both verbally and visually.

132. Four lessons were seen, all in Years 3–6. Teaching was good in three and satisfactory in one. Teachers use a variety of stimuli to interest pupils. Use of the overhead projector helped pupils in Year 3 to concentrate on the plan of the Roman baths and to identify the parts, before trying to do this on their worksheets. Pupils in Year 4 watched a videotape about the fire of London. This allowed them to see clothes, transport and buildings of the period in context and to empathise with people caught up in the disaster. In Year 5, pupils watched a videotape about the Ancient Olympic games, then used an information pack of photocopied extracts from reference books to complete a Venn diagram. Pupils enjoy their lessons. Teachers have good subject knowledge, plan lessons effectively and teach at a good pace. However, teachers' expectations of presentation, punctuation and spelling are too low, and marking is perfunctory. Some teachers do not always insist on work being well presented or punctuated correctly and do not indicate to pupils what they need to do to improve the content of their work.

133. The school is using the recently produced national guidelines and has adapted them to meet its needs. The facilitators have not yet evaluated how well history is taught across the school. Assessments are undertaken at the end of each topic. Resources are satisfactory. There is a large collection of videotapes and some CD Roms. Appropriate visits, such as to the Roman Baths, support the work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

134. All lessons in information and communication technology are taught by a specialist teacher in a new high quality computer suite. The quality of teaching and learning in information technology is very good throughout the school. At the time of the last report, standards were judged to be above the national average by the age of seven and meeting national expectations at the age of 11. Evidence from the current inspection shows that attainment in lessons is consistently above nationally expected standards. As a result of this good teaching and learning, pupils make good progress. Most will reach national expectations by the age of seven and eleven and many will exceed them.

135. The main areas being taught during the inspection were word processing, data processing and computer animation. Scrutiny of planning documents indicates that the school intends all pupils to cover all strands of the curriculum by the end of the year.

136. Year 2 pupils have good mouse control and well developed word processing skills. They write sentences, using the correct tools, including spell check and the right hand mouse click. They use the shift key for capital letters, know how to delete and backspace, and use different fonts and change their size. In Year 3 pupils know the difference between running text and text boxes and can use the latter to label their pictures. They can import their own pictures or those from clipart into text. They can also crop and stretch their work.

137. At the beginning of the term, teaching in Years 4, 5 and 6 ensured that fundamental skills were secure. Pupils have made rapid progress, and in Year 6 pupils confidently use a wide range of word processing and data handling skills. They are, for example, able to create a database from given information then interrogate the information to check its plausibility. They know that pie charts are useful for showing percentages and that line graphs are best for showing continuous data.

138. There is an emphasis on teaching discrete information skills in lessons in the dedicated computer suite and firmly embedding them in other curriculum areas, so that pupils continue to use the skills when they return to their classrooms. Pupils in Year 4 who have been studying Henry VIII in their history lessons reinforce their learning by making animated films of the varied fates of his six wives.

139. Most pupils bring good computer skills from home, and these both feed and are reinforced by their enthusiasm and interest in the subject. The quality of teaching in all the lessons observed was very good. The recently appointed specialist teacher has had a dramatic impact on the raising of standards in the subject and on the increased confidence of her colleagues through a team teaching approach. The team teaching, which takes place in lessons, also provides an excellent example for pupils, who respond with effective collaboration in their own joint projects. Both the specialist teacher and other staff provide good support and advice for pupils without usurping pupils' personal decision-making and independent learning. Learning objectives are explained clearly to pupils, and tasks have a real purpose and clear outcomes and are planned within an achievable time scale.

140. The school's new information technology suite is equipped to an exceptionally high standard, enabling a wide range of activities to take place, including the computer animation observed during the inspection. Additional technical support is bought in from a local secondary school. The parents association has provided additional support for the running costs. The facilities are extremely well used. There is a lunchtime computer club, which extends pupils' skills, and parent and child sessions after school, which give parents a structure for developing the way in which pupils learn through information technology. Additional computers in classrooms are used as a research tool and several have Internet

access. One is used for video conferencing with schools internationally with which Longwell Green has links. There is also a link with a local manufacturing firm, which has made an object designed by the pupils who have watched its manufacture through a virtual reality playback.

141. The school provides an outstanding example of what can be achieved through the use of information technology to support and extend pupils' learning. All staff and the governing body are fully committed to the school's strategic use of information technology to enrich and enhance curriculum development in all aspects of the school's provision.

MUSIC

142. Pupils throughout the school attain the standards expected for their age, as at the time of the previous inspection. The younger pupils enjoy singing in assemblies, though sometimes the songs are pitched a little too high for young voices and they then find it difficult to sing tunefully. Pupils greatly enjoyed practising songs for their end of term performance. In their music lesson pupils in Year 1 made satisfactory progress in developing their aural skills. They listened carefully to tape recordings of different sounds and were able to identify these correctly. They showed great enthusiasm for choosing appropriate instruments to illustrate different pictures, though they need more practice in thinking carefully about this.

143. Pupils in Years 3 to 6 learn to add simple rhythmic accompaniments to well known songs. They enjoy playing instruments and make good progress in learning to play tuned percussion instruments with control and accuracy, though they do find it difficult to keep in time with the tape-recorded song. Older pupils are developing good rhythmic skills. They are learning to read musical rhythms from simple notation. As the rhythmic patterns grow more complex and include rests, they find this challenging, though they try hard and enjoy their work. Pupils use given four beat phrases to make up their own rhythmic patterns. Pupils worked well together in groups and recorded their work on tape so that they could evaluate it and improve the work. The class listened well to each group's performance and offered constructive comments.

144. The quality of teaching and learning in music was satisfactory in three out of five lessons seen. It was unsatisfactory in one and very good in one. Most teachers lack confidence in teaching music, and their subject knowledge is not strong. They are, however, well supported by a knowledgeable subject co-ordinator and a well-structured scheme of work, which gives clear guidance. Teachers work hard to prepare their music lessons and do their best to ensure that pupils have opportunities to enjoy music and to develop their skills. The quality of teaching in the co-ordinator's class is significantly higher than in other classes, where teachers' subject knowledge is adequate to teach basic musical skills and knowledge but is insufficient to challenge and extend pupils' creative abilities.

145. The music curriculum is enriched by activities such as the recent Arts Week. A variety of visitors provided a good range of music and art and drama activities. The theme of the week was 'the rain forest'. Pupils enjoyed singing sessions, African drumming, and dance. Pupils also have the opportunity to learn to play woodwind instruments or the guitar. The scheme of work has recently been introduced and this provides good support for teachers. The co-ordinator has had responsibility for the subject only since the beginning of this term and is keen to develop it further. Resources for music are unsatisfactory. The school recognises this and plans to provide more instrumental and listening resources, including multicultural resources and computer software which will enable the programmes of study to be addressed fully.

PHYSICAL EDUCATION

146. Standards of attainment when pupils leave the school at the end of Year 6 are above those expected for their age. Pupils enter the school with a wide variety of abilities and are presented with a broad, enriched curriculum clearly designed to promote their physical and social development. Together with good teaching, this ensures that pupils make good progress in lessons to attain standards that are broadly in line with expectations by the end of Year 2. The school should, however, consider its present timetabling arrangements to allow more frequent and regular use of the school hall by pupils in Year 1 and Year 2.

147. Lessons in games, gymnastics and swimming were observed during the inspection. A range of extra-curricular activities such as football and tennis was also seen. The quality of teaching and learning in lessons was good in all six lessons seen. The quality of teaching of swimming is good, but accompanying teachers do not always make the best use of time and some pupils do not spend enough teaching time in the water. Teachers report that by the end of Year 6 most pupils achieve or surpass the desirable outcome of being able to swim 25 metres, using a recognisable stroke. The school organises a well-planned residential trip for Year 6 pupils, which offers them outdoor and adventurous activities. Teachers and local sports clubs provide pupils with a wide range of extra-curricular sport such as rugby, tennis, gymnastics, football, netball, country dancing, rounders and cricket.

148. The quality of teaching and learning in a small number of lessons is disrupted by the immature behaviour of a small number of pupils. Teachers do, however, have high expectations of behaviour, and most pupils work sensibly and safely together on floor and apparatus. By the end of Year 2, guided by supportive teaching, pupils have increased their confidence in physical control and mobility. They perform a range of movements involving jumping, running and balancing, and are gaining an appropriate awareness of space. They plan and perform simple skills and show sound control in linking actions together.

149. In a lunchtime dance session, pupils were observed altering the rhythm, speed, level and direction of their movements as they performed in response to music. In games' lessons, teachers help pupils develop elements of play that include running, throwing, bouncing, catching and control, using hands and feet. In a Year 2 lesson, for example, pupils were being effectively taught to develop ball skills such as bouncing, using a pushing action to make the ball bounce back to an appropriate height. Opportunities to practise and refine the taught skills were well used.

150. The emphasis on skill development continues in Year 3 to Year 6. Learning objectives are well focussed on what pupils are to learn and, as a result, pupils make good, systematic progress step by step. In some gymnastics lessons, however, teachers need to focus more on improving balance so as to enhance the quality of pupils' sequence work.

151. Pupils enter Year 3 with a sound basis for further development. They apply their ball skills well in simple competitive striking and fielding games, and are taught well to employ these skills and tactics, showing good ball control. Teachers in the school have benefited greatly from the 'Tops Sports' and 'Tops Gymnastics' projects and these have increased their knowledge and confidence in teaching. The three newly qualified teachers have good knowledge of the subject and are effectively helping to raise standards in the subject.

152. By the end of Year 6, pupils readily engage in good warm-up exercises and talk about the effect of exercise on their bodies, because they have been made aware of this in lessons. Teachers ensure that the pace of lessons is good and that the effects of the warm-up are not lost. Pupils are encouraged not to queue for apparatus, so lessons are well used to increase

pupils' physical fitness. A special feature of all lessons is that teachers are appropriately dressed, setting a good example to pupils. Another good feature is how well teachers are aware of the needs of less able pupils and ensure that they are fully included in lessons. Teachers make effective use of demonstrations by pupils as a stimulus for improvement, and often include less able pupils in this. Other pupils respect their contributions and support their efforts. The very good relationships, as well as the good behaviour of the great majority of pupils, support their learning and inspire confidence.

153. The subject is well led and managed by teachers who have a clear understanding of what needs to be done to improve provision. Dance has been identified as an area for development, and training for teachers has been planned. Resources are good and are well used but limited storage space makes access difficult. The subject makes a good contribution to pupils' cultural development as they observe dances from different cultures during Arts Week and practise a range of dances for the Summer Fayre.

RELIGIOUS EDUCATION

154. Standards in religious education for pupils currently in Year 2 match the level expected by the locally Agreed Syllabus. Standards attained by pupils in Year 6 are above those expected for pupils aged 11. This represents good achievement and a significant improvement since the last inspection. Teachers feel well supported by the syllabus and the school's scheme of work.

155. The quality of teaching and learning is predominantly good. Of the four lessons seen, teaching was very good in two, good in one and satisfactory in one. Lesson observations, analyses of pupils' work, and other evidence show that there is little significant difference between the quality of teaching for different age groups.

156. Teachers throughout the school have good knowledge of the subject and research it well. They use an effective range of methods and strategies to motivate pupils and to hold their attention. In a Year 4 lesson where pupils were considering key features of the nativity story, a pupil was invited to speak to the class about artefacts, photographs and books her grandmother had brought back from Bethlehem. This motivated pupils to listen carefully and to ask interested questions. Having considered the story of the three wise men, pupils were challenged to discuss in pairs what they considered suitable presents for a special baby today and to give reasons for their choices. As a result of these strategies, pupils were inspired to work hard and made very good strides in their learning.

157. A consequence of the good, sensitive teaching they receive is the respect with which pupils view the religious beliefs, practices and traditions of others. By the end of Year 2, they show a sound understanding of the richness and diversity of different religions by learning about, for example, Christianity, Judaism, Hinduism and Sikhism. In a Year 2 lesson about Sweden's Santa Lucia, pupils were able to relate traditions surrounding this feast day to other festivals of light such as Advent, Hanukkah and Diwali. They are told stories from the lives of key religious leaders such as Jesus, Moses, Abraham, Mohammad and Guru Nanak. As a result, pupils know that two of the main features of many faiths are caring for one another and for our world.

158. Teachers in Years 3 to 6 ensure that pupils build upon what they have learnt in Years 1 and 2. They work hard to help pupils learn not only *about* religions, but, more importantly, *from* religions. Pupils gain a good understanding of the symbolism associated with religious practices, such as the reasons why Muslims wash their hands before touching the Qu'ran. Teaching is well used to reinforce moral values and to provide recognition of pupils' own

value as individuals. In a very good Year 5 lesson, for example, where pupils were studying the story of *Joseph the Dreamer*, they were challenged to relate the story to relationships and responsibilities within their own families. Pupils were confident and sensitive in discussing their thoughts and feelings and in listening to those of others.

159. Speaking and listening form an important part of religious education, and discussions which take place are good features of lessons. By the end of Year 6, pupils are able to produce imaginative and thoughtful pieces of written work. Good examples of this were seen in pupils' books in response to their visit to the Ancient Egyptian Centre at Cardiff, where they studied the religious beliefs and traditions of people in a bygone age. By the time they transfer to secondary schools, pupils have a well developed understanding of the need for rules and laws such as the Ten Commandments. They know that sacred books such as the Bible, the Torah, the Qu'ran and the Guru Granth Sahib contain rules for living within a community.

160. Most pupils behave well and listen attentively to adults and to each other. They show respect for the activities, rituals, literature and practices of a variety of religious communities. This prepares them well for life in a multicultural society. In only one lesson, which was otherwise satisfactory, did the class teacher allow the silly behaviour of a small number of pupils to disrupt the learning of a few others around them.

161. The school has forged excellent international links and invites people from local Christian denominations to speak to pupils. This provision, together with a highly successful Arts Week, further enhances the curriculum and pupils' understanding of a variety of faiths and cultures. The subject is well led and managed. There is an interesting range of books and artefacts to support teaching and learning. Teachers ensure that the subject makes a strong contribution to pupils' spiritual, moral, social and cultural development. Assemblies are well used to support the curriculum as, for example, when pupils dramatise parables told by Jesus.