

INSPECTION REPORT

WHEATFIELD PRIMARY SCHOOL

Bradley Stoke

LEA area: South Gloucestershire

Unique reference number: 131705

Headteacher: Miss Christine Dursley

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 29 January - 1 February 2001

Inspection number: 230340

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Wheatfield Drive Bradley Stoke Bristol
Postcode:	BS32 0DB
Telephone number:	01454 625466
Fax number:	01454 625545
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Deborah Hilliam
Date of previous inspection:	No previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14906	Brian Male	Registered inspector	English Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19419	Susan Boyle	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
24675	Gillian Beardsley	Team inspector	Music Religious education Foundation Stage	
17760	David Chaplin	Team inspector	Science Art and design Physical education Special educational needs	How good are curricular and other opportunities?
30705	Graham Stephens	Team inspector	Mathematics Information and communication technology Design and technology	Attitudes, values and personal development

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London

WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school takes pupils from four to 11 years old and is maintained by the South Gloucestershire Local Education Authority. This is a new school, opened in 1998, that serves the Bradley Stoke area north of Bristol. At the time of the inspection there were 325 pupils on roll in 12 classes. Most pupils start school with standards of attainment slightly above those usually expected. Six per cent of the pupils are eligible for free school meals which is below the national average. Fifteen per cent of the pupils are on the special educational needs register which is also below the national average. There are 18 pupils for whom English is an additional language; this is in line with the national average.

HOW GOOD THE SCHOOL IS

The school provides a very welcoming and secure environment with a positive ethos where its many new pupils have settled quickly and developed very good behaviour and attitudes to work. Standards of attainment are slightly above average on entry, and have been in line with the national average by the age of 11. However, the school is too new for pupils to have progressed through even a key stage, and standards are still related to learning in other schools. As the school establishes itself, standards are already beginning to rise. The headteacher and her deputy offer clear leadership for the school and have ensured that the school has developed well. The budget is well managed and the school offers satisfactory value for money.

What the school does well

- The headteacher has established a very positive ethos, and relationships are very good across the school.
- There are very good standards of behaviour, and pupils have very good attitudes to school.
- There is an overall good standard of teaching, with much that is very good.
- There is very good provision for pupils' personal development.
- The school has a very good partnership with parents.
- The new school building provides a very good setting for education.

What could be improved

- The quality of writing could be improved across the school.
- There could be a greater level of challenge to the higher attaining pupils.
- The school needs to continue its development of the co-ordinators' role.

All three areas have already been identified in the school's development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school, opened in 1998, and there has been no previous inspection. In its first two years, the school has done well to establish good procedures and practices, to establish a very positive ethos, and to ensure that its many new pupils have settled in well. As its procedures and practices become established, standards of attainment are beginning to rise.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	N/A	N/A	A	B
Mathematics	N/A	N/A	B	C
Science	N/A	N/A	C	D

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

As the school was opened without Year 6 pupils, 2000 was the first year in which pupils took the national tests. That particular year group was very small and so may not be representative of the school's standards generally. Inspection evidence shows that present standards of attainment are in line with the national average in English and science, and above average in mathematics at the end of Key Stage 2. At the end of Key Stage 1 standards are broadly in line with the national average in English, mathematics and science. In all three subjects, a good number of pupils attain the expected levels, but comparatively few attain the higher levels (Level 3 at Key Stage 1, and Level 5 at Key Stage 2). In English, standards in speaking, listening and reading are higher than in writing. In mathematics and science, standards are higher in the knowledge and understanding elements than in the investigative aspects. As the school establishes its practices and procedures, standards are already beginning to rise.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are keen to learn, take an interest in their work and sustain their concentration well.
Behaviour, in and out of classrooms	Pupils behave very well both in class and around the school. They are polite and respectful and concerned for others.
Personal development and relationships	There are very good relationships across the school. Pupils are valued and listened to by their teachers who serve as very good role models for caring relationships. There is very good personal development with even young pupils showing initiative and taking responsibility.
Attendance	The rate of attendance is in line with the national average.

TEACHING AND LEARNING

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

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

In the school as a whole, teaching was very good in over 20 per cent of lessons seen, good in almost 40 per cent and satisfactory in 35 per cent. Teaching was unsuccessful in less than two per cent. This is a very strong profile. Teachers work very hard and have done well to establish the very positive ethos and routines of a new school. They have very good relationships with their pupils and this enables the pupils to grow in confidence. Teachers are particularly skilled at encouraging their pupils to reflect on their work in an evaluative way and to consider how they could improve. They provide very good opportunities for co-operation and for pupils to discuss their work and ideas. Teaching assistants make a very valuable contribution to learning. In the very good lessons there is a high level of challenge, a brisk pace, clarity of structure and explanation, and a lively approach. To further improve standards, teachers need to focus in their planning and practice on providing maximum challenge to the higher attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad although naturally focused on the core skills of literacy and numeracy. There is good provision for music, and a good range of extra-curricular activities.
Provision for pupils with special educational needs	The school has a below average number of pupils with special educational needs and ensures that they make appropriate progress. The Code of Practice is followed and the targets on individual education plans are generally good. There is some very good teaching by the special educational needs co-ordinator and effective support from learning support assistants.
Provision for pupils with English as an additional language	There is a small number of pupils receiving outside help. This, together with support from teaching assistants and their teachers, is enabling them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. There are many very good opportunities for co-operative work in class, and for older pupils to take responsibility around the school. There is very good provision for social and cultural education, and good provision for spiritual and moral education.
How well the school cares for its pupils	The school provides a good standard of care for its pupils. There is a very supportive ethos where pupils are cared for as individuals. There are extensive arrangements for academic assessment. Provision for child protection is sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher have led the school well during its first two years, and ensured that it has established effective procedures and a very positive ethos. The process of establishing a structure of subject and phase co-ordinators has been started and this development now needs to be continued.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and have managed it effectively through the inevitable issues of its opening two years. They are developing a good overview of its work and standards.
The school's evaluation of its performance	The school has put in place some effective procedures for evaluating its performance. There is a wide range of assessment procedures to track pupils' progress, and systems to track the targets of the school's development plan.
The strategic use of resources	The planning of the budget has been inevitably difficult during the school's opening years and swift growth in size. There is a large budget surplus at the moment, and plans are being finalised for its use. The school applies the principles of best value effectively.

The new school building offers a high standard of accommodation and provides a very good setting for education. The playground is attractive, but the hard surfaces are small for the number of pupils. There is a good number of teachers and teaching assistants in the school. The level of teaching and learning resources is generally adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress their children make. • The behaviour of the pupils in the school. • The quality of the teaching. • The attitudes and values that the school promotes. • The way the school is led and managed. • That children like coming to school. 	<ul style="list-style-type: none"> • Some parents feel that they are not sufficiently well informed about how their child is getting on.

The school has a very good relationship with parents and the community and this enhances the pupils' learning. Parents were generally very supportive of the school in the questionnaires and in the meeting with inspectors. The inspection agrees with all their positive comments and finds that the procedures for keeping parents informed of their children's progress are generally good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As the school has only been open for two years, and no pupil has yet progressed from reception to Year 6, it is not possible to make a judgement about overall progress. The standards in national tests for seven and 11 year olds have so far been mainly a reflection of pupils' learning in other schools.

The school's targets and pupils' achievement

2. The school greatly exceeded the targets it set for pupils attaining the expected level (Level 4) English and mathematics in 2000. This year's targets have been revised several times during the year as the composition of the Year 6 class has changed, but are lower than the actual levels attained last year. When the school has been open long enough for pupils to progress through Key Stage 2, the process of setting targets should be more secure. Official targets are not required for pupils attaining Level 5, although these would be particularly helpful to this school.
3. As the school's procedures and systems are established, standards are beginning to rise and there is already some good achievement for pupils at the end of Key Stage 2.

Children under five

4. Most pupils enter the school as four year olds with standards of attainment slightly above the national average. They make good progress through the reception year, and standards of attainment are above average in all the areas of learning by the time they move into Year 1.

Key Stage 1

5. In national tests for seven year olds in 2000, the overall standards, as measured by average point scores, were below the national average in reading and writing and average in mathematics. Compared to schools with similar backgrounds, standards were well below average in reading and writing, and below average in mathematics.
6. Inspection evidence shows that standards have risen this year, and are above the national average in reading, in line with the average in mathematics, and below average in writing. Standards in science, history, music, religious education and physical education are also generally in line with those usually found. Standards in information technology and art are below those usually found. Insufficient lessons were seen in design and technology and geography for an overall judgement to be made.

Key Stage 2

7. In national tests for 11 year olds in 2000, overall standards as measured by average point scores were well above the national average in English, above average in mathematics, and in line with the average in science. Compared to schools of similar background, scores were above average in English, average in mathematics, and below average in science. This was the first year the school had entered pupils for

the national test, and the number of pupils was relatively low and so not necessarily representative of overall standards.

8. Inspection evidence indicates that the standards of the present pupils at the end of Key Stage 2 are above the national average in mathematics, and in line with the average in English and science. Standards are generally below those in similar schools. In English, standards of reading, speaking and listening are much higher than in writing where they are below the national average. In mathematics and science, standards in the investigative aspects are not as high as in the knowledge and understanding elements.
9. Standards are above those usually found in music, and in line with those usually found in geography, physical education and religious education. Standards in information technology and art are below those usually found. Insufficient lessons were seen in design and technology and history for an overall judgement to be made.

Progress of different groups

10. At both key stages, the progress of higher attaining pupils is not as rapid as it should be, with relatively low numbers of pupils attaining the higher levels in English, mathematics and science. The school ensures that a good number of pupils reach the expected levels by the ages of seven and 11, but relatively few attain beyond that.
11. Pupils with special educational needs make generally satisfactory progress. The progress of boys and girls is generally in line with that usually found. Pupils from ethnic minorities make progress in line with the rest of the school, and there is some good progress from pupils for whom English is an additional language.

Numeracy and literacy

12. Pupils develop good basic numeracy skills across the school, but standards in literacy are not consistent. Standards in reading, speaking and listening are particularly good, as are standards in the number aspect of mathematics. Standards in writing are below those usually found in similar schools at both key stages.

Pupils' attitudes, values and personal development

13. Throughout the school, pupils have very positive attitudes to their work. This has a positive impact on their learning and also contributes to the high standards of behaviour and the progress pupils make.
14. Parents feel that pupils enjoy coming to school and this view is confirmed by observations during the inspection. Pupils are confident and happy as they move around the building. They are polite and always willing to talk about their work that they do with enthusiasm. They have established very good relationships with staff and relate confidently to other adults.
15. Pupils' behaviour is very good. They listen well, and show interest in the activities provided. For example at the end of a very successful mathematics lesson in which the pupils had concentrated well and achieved the learning objective, a pupil suggested "I think they deserve a pink square" to which the teacher happily agreed. Pupils work well together organising themselves and their work quickly and efficiently when they change activities during lessons. For example, Year 1 pupils quickly

organised themselves into groups to plan a design for their favourite type of house. They shared equipment and supported each other with helpful comments, and both the teacher and teaching assistant valued their work thereby encouraging them to greater efforts.

16. In the junior playground, pupils share equipment and co-operate well in playground games. The school is still awaiting equipment for the infant playground and although these pupils play well together and are well supervised, the introduction of playground games, perhaps involving the lunchtime supervisors, would reduce the amount of boisterous behaviour.
17. Pupils are given appropriate responsibilities as they move through the school. Several teachers give responsibilities on a rota basis within their classes. Year 6 pupils help with the overhead projector and CD player in assembly where they also sit at the end of lines to help with supervision of younger pupils, and then help in leading these pupils out of the hall. At lunchtime, Year 6 pupils assist in the dining hall helping younger pupils cut their food and scrape their plates clean. During wet lunchtime they assist in Key Stage 1 classrooms. All of these contribute positively to pupils' personal development and sense of responsibility.

Attendance

18. Attendance rates are in line with the national average and are satisfactory. There is a good start in the mornings with parents bringing their younger children into the classroom. This creates a very positive and pleasant atmosphere to begin the day. Lessons generally start promptly.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall, with a significant amount of very good teaching. In the school as a whole, over 20 per cent of lessons seen were very good, almost 40 per cent good, 35 per cent satisfactory and less than two per cent unsuccessful. This is a very strong profile.

Under fives

20. The teaching of children under five is good overall. Of the lessons seen, 20 per cent were very good, 60 per cent were good, and 20 per cent satisfactory. Expectations are high, and the children respond very well to wide range of opportunities for learning and so make good progress.

Key Stage 1

21. The quality of teaching at Key Stage 1 is satisfactory overall. Of the lessons seen, teaching was very good in 15 per cent of lessons, good in almost 35 per cent, and satisfactory in 50 per cent. Teaching is good overall in mathematics and physical education, and satisfactory overall in all other subjects. Insufficient teaching was seen in design and technology and geography for any overall judgement to be made.

Key Stage 2

22. The quality of teaching is good overall at Key Stage 2. Of the lessons seen, teaching was very good in over 30 per cent of lessons, good in 40 per cent, and satisfactory in

25 per cent. Teaching was unsuccessful in only five per cent. This is a very strong profile indeed. Teaching is good overall in English, mathematics, science, information technology, music and religious education. Teaching is very good in physical education, and satisfactory in art and geography. Insufficient teaching was seen in design and technology and history for overall judgements to be made.

23. As no pupil has yet progressed right through Key Stage 2, this good teaching has not had time to impact sufficiently on overall progress.

Teaching of different groups

24. There is some very good teaching of pupils with special educational needs by the special educational needs co-ordinator, and some good support from teaching assistants. In some cases, the procedures for dealing with the few pupils with behavioural difficulties need to be clearer on the individual education plans and carried out more rigorously in the classroom.
25. Teaching of pupils from ethnic minorities is in line with that for other pupils, and their needs are generally well met. There is some good support for pupils for whom English is an additional language and they make good progress. There is some good use of the children's parents both with the actual language, for instance in the writing of signs, and in the valuing of the different cultures.
26. The level of challenge in lessons is not always sufficient for higher attaining pupils. This is the main reason why comparatively few pupils attain the higher levels.

General

27. Across the school, teachers have very good relationships with the pupils. They value the contributions that the pupils make to lessons and listen carefully to the answers pupils give. This valuing contributes to pupils' confidence and enables them to put forward their ideas in the knowledge that they will be respected. A very good example of this was in a Key Stage 2 English lesson where a difficult poem was being analysed. The teacher listened carefully to each suggestion and, by asking a follow-up question or asking other pupils what they thought, gradually led the pupils to their own understanding of the underlying meaning.
28. The very good relationships also underpin the generally very good classroom management and discipline. Pupils behave well because they want to please their teachers, rather than because they fear any punishment, and this is the most positive and powerful form of discipline.
29. Teachers are particularly skilled in helping pupils to reflect on their work and to consider ways in which they can improve. This evaluation usually takes place in the final sessions of most lessons (referred to as 'plenary sessions'). The school has been working on this aspect of practice, and has been very successful in doing so. These sessions are particularly well handled and make a significant contribution to learning by focusing clearly on the original learning objectives. For example, in a very good Key Stage 2 science lesson looking at the strength of paper, the teacher helped pupils to think clearly about what they had found out. When they said "This paper is strong" they were asked to explain how they knew, and what they had done to find out.
30. Teachers create some very good opportunities for co-operative work and for pupils to engage in speaking and listening activities. These are particularly effective in

developing pupils' understandings. This starts in the reception classes where pupils develop some very good skills in posing questions and giving answers. For example in a very good reception lesson, one pupil told the class about a favourite toy, and other pupils asked him questions. The pupil himself handled the session, choosing who should answer.

31. There is very effective support from the teaching assistants across the school, and the reception lesson above was directed by a teaching assistant. The Accelerated Literacy Strategy for pupils in Years 3 and 4 is taken very successfully by teaching assistants and is having a positive impact on learning.
32. In those lessons where teaching is very good, there is a high level of challenge to extend pupils to the higher levels, a brisk pace to learning, very clear explanations and structure to lessons, and sense of excitement. For example, in a very good upper Key Stage 2 literacy session looking at the structure and meaning of some poems, the questions posed by the teacher challenge some higher attaining pupils to respond at Level 6 in the National Curriculum, a level usually met by pupils three years older. A short Key Stage 2 mathematics session, requiring pupils to explain the process by which they added three digit numbers in their heads, had pace, challenge and enhanced learning by allowing pupils to reflect upon their learning and explain their thinking. In a lower Key Stage 2 literacy lesson, it was the clarity of the teacher's explanations, together with the clear structure in which some very well chosen sentences about penguins, that enabled pupils to come to a clear understanding about paragraphs. Again this is a high level of challenge for young pupils. It was the teacher's enthusiastic approach together with her very good relationships with the pupils that created the excitement in a Key Stage 1 literacy lesson looking at synonyms and antonyms, which is not a topic for which it is easy to generate excitement.
33. Although some lessons contain very high challenge for pupils, other lessons do not set high enough targets. This is particularly the case at Key Stage 1. The challenge, and focus on the higher levels, needs to be maintained in order to ensure that the highest standards of attainment are achieved. The medium-term plans need to consider the level of the activity proposed and also suggest how the higher level might be addressed. Short-term plans need to consider which pupils might be able to move on to the higher level. The school has begun to set year group targets, and these will be very useful in ensure that challenge is high. These targets will be a useful starting point for the work of subject or phase co-ordinators in working with teachers. In some lessons, teachers find that some pupils are already able to do the work set, for example some Key Stage 1 pupils asked to add two-digit numbers were already able to add and subtract three digit numbers. Teachers need to adapt and amend their lessons to ensure that they always build on what pupils already know and can do.
34. The teaching of writing across the school has not been as successful as in other aspects of English or in other subjects. The English section of this report gives details of the development needed in this area.
35. Teachers across the school work very hard and have done well to establish good procedures and practices in this new school. The school provides a very good setting for education, and this has been enhanced by the way in which teachers have created stimulating learning environments within their classrooms.

The quality of learning

36. The quality of learning, and the rate at which pupils acquire new knowledge, skills and understanding, is generally good in the reception classes and at Key Stage 2, and generally satisfactory at Key Stage 1. Pupils apply good intellectual effort to their work and sustain their interest well. Most have a good understanding of their own learning and what they need to do to improve. They are willing to work at a good pace, they show good initiative, and are creative and productive.

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

37. The curriculum is broadly based and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. There is good provision for music and physical education, where the school has allocated extra time to these subjects. The curriculum is balanced very heavily to numeracy and literacy, and so there is comparatively less coverage of work in subjects such as geography and history. In subjects, such as mathematics, science and art, there is insufficient emphasis on the teaching of skills and their application. The curriculum is accessible to all, and pupils are prepared appropriately for the next stage of education.
38. There are appropriate arrangements, approved by the governors, for the provision of sex education. There are plans to review these arrangements and to develop a written policy. Satisfactory provision is made to raise pupils' awareness of the misuse of drugs and the school makes effective use of the local health promotion service and various theatre groups offering workshops for pupils. These form part of the wider, good programme for pupils' personal, social and health education. Other aspects of the programme include collective worship, residential visits and 'circle time' where pupils discuss with the teacher and other pupils matters that are important to them. This varied range of activities is effectively permeating the whole school and the school now needs to gain an overview to ensure appropriate progression for pupils.
39. The school is making use of the nationally provided schemes of work from the Qualifications and Curriculum Authority for much of its planning. However, the school has not yet reached the stage of reviewing these schemes, and then making well-considered adjustments to meet its own pupils' needs; for example what to cover in depth and what in outline. Currently, medium-term planning does not focus sufficiently on work at the higher levels to challenge the higher attaining pupils. Whilst learning objectives are clearly stated in short-term planning, and often shared with pupils, work is not always well matched to what pupils already know and can do. In these cases, work is not always carefully linked to individual education plans for pupils with special educational needs and higher attaining pupils are insufficiently challenged.
40. Strategies for the teaching of literacy and numeracy are both good.
41. A good range of extra-curricular activities is provided. The teachers, members of the support staff and others provide a diverse range of activities. As a result, there are opportunities for pupils to take part in sports such as football, netball and rugby. Other pupils enjoy taking part in the South Gloucestershire Choir, recorder groups and an art club. There are also opportunities to learn French and Italian. Peripatetic teachers contribute instrumental tuition. The school is making growing use of

resources available outside the school to provide educational and social experiences. Year 3 pupils, for example, have visited the local supermarket as part of a healthy eating project, while Year 1 pupils have studied types of housing found locally. Many areas of the curriculum benefit from visits to local museums and exhibitions, or from visitors such as artists, theatre workshops and the Bristol Rovers community sports group for training sessions. Residential visits, such as to the Great Wood Centre in the Quantocks, make an important contribution to pupils' spiritual, moral and social development.

42. The school has formed good links with other local schools. The school is involved with other schools in developing joint policies and staff training. Various sporting and other events have taken place, such as a joint Key Stage 2 concert with other schools at the Colston Hall in Bristol. Pupils from other schools visit the school to take part in the Bradley Stoke choir. The school has appropriate links with local pre-school providers and with the main secondary schools pupils transfer to. There are good links with the University of the West of England and students in training. The school has also worked with students from Filton College to develop sporting activities at the local leisure centre.

Pupils' personal development - including spiritual, moral, social and cultural development

43. The school places great emphasis on pupils' spiritual, moral, social and cultural development and it is very successfully promoting these aspects of pupils' personal development. A particular strength is the quality of the relationships in the school; and especially the way in which teachers relate to their pupils. They listen to pupils and value what they say and in this they are excellent role models.
44. Provision for spiritual development is good overall. Collective worship is strongly Christian in nature and the fact that all the staff are present contributes to the sense of community. However, the effects of this are adversely affected by the poor acoustics which make it difficult to hear, and so to engage pupils sitting near the rear of the hall. There are appropriate times for reflection during assemblies, but the school might consider ways of creating a more intimate feel such as developing a smaller area and a focal point. Class worship makes a very effective contribution to pupils' spiritual development because, the quality of class worship is mostly good and sometimes very good. Themes link well to whole-school worship and there are often better opportunities within the classroom setting for pupils to participate and to reflect on issues. For example, pupils had good opportunities to discuss and to reflect on the meaning of friendship within the more intimate setting of their classroom and at a level that was appropriate to their understanding. Through the curriculum, teachers effectively create opportunities for pupils to wonder at and be amazed by the world in which they live.
45. Provision for pupils' moral development is good. It is implicit through the life of the school in the very positive and valuing ethos. It is explicit in school and classroom rules. Staff though, rarely have need to refer to the rules, because pupils want to behave and have a clear sense of right and wrong.
46. Provision for pupils' social development is very good. There are very many opportunities for pupils to work together in lessons, which they do very well. Circle time is also contributing well to pupils' social development by teaching them about turn taking, co-operating and listening to others. Similarly, the playground equipment for Key Stage 2 pupils is proving very successful and works well by encouraging pupils to co-operate and to share. There are a good number of after-school clubs

where pupils meet with their teachers and friends in a more informal situation. Pupils including the very youngest, are expected to take the register and to have responsibilities in the classroom. Older pupils are lunchtime monitors and they work hard supporting lunchtime routines. These opportunities and roles are very effectively teaching pupils about taking responsibility and contributing to the community.

47. Provision for cultural development is very good. Pupils have a good range of cultural experiences through extra-curricular activities, particularly music which is a strength of the provision. In the curriculum there is a very strong emphasis on poetry. Pupils have sound opportunities to work with visiting artists and to visit museums and places of interest. Multicultural education is well developed and every opportunity is used to introduce other beliefs and cultures through for example, stories from world religions. The experiences of those pupils who come from other cultures are welcomed, valued and celebrated. The school is rich in multicultural display, but opportunities in the form of visitors and visits to places of worship are not yet established.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school is very thorough in its assessment arrangements. There are baseline assessments as children start school to establish a benchmark, and then standardised and national tests to track progress. The school also uses assessment materials produced by the national Qualifications and Curriculum Authority, and keeps samples of pupils' work across the years. This produces a large amount of data, which will grow as the school has been opened longer. At the moment the school is making some effective use of these data, but there is a danger that the amount of information will become too great to be managed effectively.
49. The school generally provides a good level of support for pupils. Parents and pupils say they would feel comfortable going to a teacher with a concern, and nearly every parent in the school feels that concerns would be dealt with well.
50. Parents feel that the induction time for pupils entering the reception class is spread over too many weeks and takes too long. Compared to other schools the time is unusually long, and the school is in the process of reviewing these arrangements.
51. The school has not yet established a health and safety policy. It is aware of the need to identify a person with responsibility for health and safety and has begun to put plans in place for this. In the meantime, the local authority has completed a health and safety audit that identified a number of issues. In view of this, it is essential that the school implements its plans with some urgency, to ensure that there is regular monitoring of health and safety by a designated person.
52. There are generally appropriate arrangements for child protection. The midday supervisory staff have a sensible approach to child protection and know for example not to question a child, but not all are clear about who they should go to with a concern.
53. Play arrangements in the Key Stage 2 playground are very good. There is good provision for play equipment and pupils play well together. Unfortunately, the play equipment for the Key Stage 1 playground was not suitable and had to be returned, so at the time of the inspection there was no provision of this type. Much of the play in the Key Stage 1 playground is very lively and sometimes quite rough; for example, a prevalent game is one in which pupils chase around holding on to each other, and a

variation of this is hanging on to each other's clothes. This has the potential to get out of hand which it occasionally inevitably does. The midday supervisory staff offer an appropriate level of caring concern, but do not always intervene in this quite rough play, or play games with the children. There is scope within the existing arrangements for them to take a more active role to help make playtimes more enjoyable.

54. There is good monitoring and support for pupils' personal development. Classes are generally small, teachers know their pupils well and have established very effective relationships with them.
55. Attendance is very well monitored through a computerised system and the information is passed on to class teachers. Appropriate arrangements are made for the educational welfare officer to support those pupils whose attendance is poor. The school does very little to actively promote attendance.
56. Behaviour in the school is very good. There is a credit system of rewards but in reality this is rarely used to promote behaviour. This is because teachers manage pupils well and relationships in the school are effective so that pupils want to please their teachers, and so they mostly behave very well. The relationships between teachers and pupils works so well that the school has little need to offer extrinsic rewards to maintain these high standards of behaviour. Procedures for eliminating oppressive behaviour are well established in this relatively new school. Pupils learn about managing relationships and bullying and this encourages them to think about how others feel. Parents are confident that issues such as bullying would be dealt with well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has in a short time already established a very effective relationship with parents.
58. Most parents are extremely positive in their views of the school, and think very highly of the headteacher and staff. A significant number do feel though that the school does not keep them sufficiently informed about the progress their child makes. The inspection findings do not agree with this. The school does have a genuine open door policy and parents themselves say they feel comfortable approaching staff. The annual reports are comprehensive with detailed information about what pupils know and can do, and there are targets to help pupils improve their work. However, some terms used are not always clear to a lay person, for example, one report on mathematics talks about a child 'successfully mastering the three operations'. It may be that some parents do not know which three operations the report refers to and find such reports do not convey the information they require. There are appropriate opportunities for parents to meet with staff to discuss their child's progress and the parents of younger children bring their children into the classroom in the morning, so they can see the work children will be doing that day and talk to the class teacher. Overall, these are good opportunities for parents to talk to teachers and to find out about the progress their child is making.
59. Parental support is a strength of the school. The number of parents who come into school to help in classrooms is very high; they are keen, enjoy helping and they provide very good support mostly working with groups of children. The school has plans in place to involve those parents who have the relevant skills to support

information technology lessons. There is written guidance for parent helpers, but not all parents have been given it. The school should ensure that all helpers have this information.

60. The Friends of the School group is very active and committed and raises substantial sums of money each year. Parents support homework well, by listening to their children read and by helping them with other work. They make a strong contribution to lessons by donating artefacts and taking their children to visit the library, and to local museums and places of interest.
61. The school gives parents some information about what will be taught in the form of letters each term. However, it could provide more detailed information so that parents have a clear idea about exactly what their child will be expected to learn, and to enable them to give further support to learning at home. Written information for parents of children starting in the reception class is limited and there is scope to give much more detailed information to enable parents to help with learning.
62. The school involves all groups of parents well including those who have English as a additional language. These parents are encouraged to contribute and support their child's learning. A good example is a Year 2 class in which a parent worked with the class teacher to write labels in the child's mother tongue for a mathematics display.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

63. The headteacher and her deputy have led the school well during its first two years, which have been a time of very rapid expansion. All the pupils are new to the school and it is a significant achievement to have settled them all confidently and to have established a secure and very positive ethos. The task of starting a school from scratch is considerable, and the senior staff have done very well to establish effective procedures and set clear guidance for the new staff.
64. The process of establishing a structure of subject and phase co-ordinators has been started and this development now needs to be continued. The work of the English and mathematics co-ordinators has already been well developed with both giving good support to their colleagues and having a good overview of their subjects. Many co-ordinators are very newly appointed and have not had time to develop the same overview. The role of the phase co-ordinators needs to be clarified in relation to subject co-ordinators, especially in regard to responsibility for monitoring standards. The development of the role needs to focus on standards and to underpin the drive to extend pupils' learning to the higher levels of attainment. To do this, co-ordinators need to be involved in monitoring and promoting standards of attainment in each class, supporting progression within and between classes and ensuring that the very good teaching already in the school is consistent.
65. The provision for pupils with special educational needs is managed well, and the special educational needs co-ordinator provides some very good teaching. The Code of Practice is fully followed, and individual education plans contain clear targets.
66. The management of teaching assistants has been very effective. They are very well briefed about their role and used well in the teaching of groups. There are some times, such as the whole-class sessions of the literacy hour, when the school could

consider how to utilise teaching assistants most effectively, and their role in supporting pupils with individual education plans for behaviour needs to be clarified. However, overall they make a very effective contribution to learning.

The governors

67. The governors are very supportive of the school and have managed it effectively through its first two years. This has been a very demanding time for governors with many new staff appointments to be made, and a whole set of policies and procedures to be agreed. They have carried out all these duties well. They have also been successful in establishing a clear direction for the school and good relationship with the community. They are developing a good overview of its work and standards.

Monitoring, evaluation and targets

68. The school has put in place some effective procedures for evaluating its performance. There is a wide range of assessment procedures to track pupils' progress, and these contain all the data needed to evaluate the effectiveness of teaching and other policies. There has been an inevitable focus on policies and procedures during the school's first two years, but pupils have now been in the school long enough for the focus to shift to the outcomes of the policies and procedures.
69. The school's development plan is a comprehensive document encompassing all the main areas of development. Targets are set, and there are systems to track the success in terms of the criteria. The school has already identified the need to address those issues for improvement raised in this report.

The budget and best value

70. The planning of the budget has been inevitably difficult during the school's opening years and swift growth in size. There is a budget surplus of over ten per cent of annual income at the moment, but the start-up funding will cease this year whilst the staffing bill will increase. Even so, there is scope for the school to consider capital projects that would benefit the school over time. Some of these, such as playground improvements, are already under consideration but there is no written plan as to how the surplus will be used.
71. The school applies the principles of best value effectively.
72. The school receives an income per pupil slightly above the national average, and attains standards broadly in line with national expectations. Taking account of the expenses involved in starting a new school, it offers satisfactory value for money.

Staffing, accommodation and learning resources

73. The new school building offers a high standard of accommodation and provides a very good setting for education. It has already been effectively altered to provide a computer suite. The hall is very large indeed, but suffers from very poor acoustics that have a detrimental effect upon assemblies and other lessons in the hall. The playground is attractive, but the hard surfaces are small for the number of pupils. There is no designated play area for children under five. The provision of play equipment in the Key Stage 2 playground has greatly enhanced its use.
74. There is a good number of teachers and teaching assistants in the school.
75. There is a good level of resources in English, mathematics, music and for children under five, and very good resources for physical education. There is an appropriate level of resources in all other subjects except in design and technology and art where there are too few.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to continue its positive development and ensure its trend of rising standards, the school needs to:
- 1) Raise standards of writing across the school by ensuring that:
 - pupils have sufficient practice in the writing of extended pieces in English and other subjects;
 - pupils build on a secure start to handwriting in the reception classes;
 - there are opportunities to redraft and improve written work in terms of clarity and style;
 - teachers give pupils clear guidance on how to improve.(paragraph 98)
 - 2) Provide consistent challenge to high attaining pupils by ensuring that:
 - medium-term plans focus on the higher levels of attainment;
 - short-term plans take account of higher attaining pupils;
 - teaching builds on what pupils already know and can do;
 - year-group targets are set to extend the higher attaining pupils.(paragraph 33)
 - 3) Continue the development of co-ordinators to support the consistent challenge by:
 - monitoring and promoting standards of attainment in each class;
 - supporting progression within and between classes;
 - ensuring that the very good teaching already in the school is consistent.(paragraph 64)

All three of the above areas for development have already been recognised in the school's development plan.

The school will also wish to consider the following minor issues:

- the provision of a designated outdoor play area for children under five years old;
(paragraph 73)
- the finalising of a plan to make effective use of the budget surplus; (paragraph 70)
- the need to ensure that the assessment procedures remain manageable.
(paragraph 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	39	35	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	325
Number of full-time pupils known to be eligible for free school meals	n/a	20

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	49

English as an additional language

	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	67
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	22	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	14
	Girls	20	18	22
	Total	32	29	36
Percentage of pupils at NC level 2 or above	School	89 (88)	81 (71)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	20	22	21
	Total	31	35	34
Percentage of pupils at NC level 2 or above	School	86 (94)	97 (88)	94 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	9
	Girls	6	6	6
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100 (n/a)	93 (n/a)	100 (n/a)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	80 (n/a)	80 (n/a)	80 (n/a)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	6
White	243
Any other minority ethnic group	10

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	24.8
Average class size	27.1

Education support staff: YR - Y6

Total number of education support staff	9
Total aggregate hours worked per week	193

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	1999/2000
----------------	-----------

	£
Total income	438,852
Total expenditure	391,533
Expenditure per pupil	1,451
Balance brought forward from previous year	28,712
Balance carried forward to next year	76,031

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	335
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1	0	1
My child is making good progress in school.	51	45	4	0	0
Behaviour in the school is good.	50	48	2	0	0
My child gets the right amount of work to do at home.	42	45	11	1	1
The teaching is good.	61	38	0	0	1
I am kept well informed about how my child is getting on.	35	51	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	26	2	0	0
The school expects my child to work hard and achieve his or her best.	68	29	2	0	1
The school works closely with parents.	42	52	5	0	1
The school is well led and managed.	65	30	2	0	2
The school is helping my child become mature and responsible.	51	44	1	0	4
The school provides an interesting range of activities outside lessons.	38	35	4	7	17

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

77. Most children enter the reception classes with standards of attainment slightly above those usually found. They make good progress during their time in the Foundation Stage, in mathematical development, communication, language and literacy, physical development and in their knowledge and understanding of the world. Progress is satisfactory in creative development and they make very good progress in their personal, social and emotional development. Most children are likely to achieve the Early Learning Goals by the time they reach the age of five years, and many will achieve beyond this level.
78. The quality of teaching for children under five is good in all areas. Good planning based on sound knowledge of the needs of young children and of the Foundation Stage curriculum results in lively and appropriate activities which motivate and involve children in both reception classes. Teaching methods, good use of resources and management of teaching assistants also ensure there are effective learning opportunities. Teachers work very well with teaching assistants to promote and assess children's work and to provide an enabling learning environment. The progress of children with special educational needs is satisfactory but the expectations for higher attaining children need more focus. Children make good progress in learning the skills of literacy and numeracy. Systems for planning and assessment in these areas have been established by the under-fives co-ordinator, who ensures that there is continuity and progression in the transition to Key Stage 1. The provision and management of resources are good apart from the lack of a designated area for outside play.

Personal, social and emotional development

79. Standards in this area are well above average and children make very good progress. Very good relationships are established between children, their parents and staff and these make a significant contribution to development. The effective organisational structures and established routines within classrooms mean that children gain a good understanding of their school community and quickly develop their independence. Children are keen to take on these routines; for example, some children suggested that others deserved a merit point because they had worked so well. The staff provide good role models by treating the children and one another with courtesy and respect. This is reflected in the confidence children show in what they can achieve. They have positive relationships in small groups and respond socially by questioning one another in group discussions and offering praise and empathy. This was particularly apparent in one lesson when thinking of how they could help their friends.

Communication, language and literacy

80. Standards in this area are above average and children make good progress. The school places a high priority on developing children's speaking and listening skills and this is particularly evident in review times and plenary sessions which enable children in the Foundation Stage to think about their activities and talk about what they have achieved. They experiment with spoken language with growing confidence in role-play areas such as Nursery Rhyme Land, where they take on characters and develop the language of stories or use finger puppets to relate different nursery rhymes. They

listen carefully to stories and join in with rhymes and songs. They are making a good beginning to their reading through predicting what will happen in a story and through recognising rhyming words such as in 'Humpty Dumpty' and 'Little Lumpty'. Skilful teaching is enabling them to link sounds and letters, recognising words beginning with 'l' as in 'lemon', 'lion' and 'ladybird'. They also learn to appreciate the rhyme in groups of words such as 'clog', 'log' and 'fog'. This knowledge of sounds and letter combinations is beginning to emerge in their early attempts at writing which show their lively awareness that print carries meaning. Children are also developing their co-ordination through using pens and pencils to form their letters correctly.

Mathematical development

81. Children make good progress in mathematics in both reception classes and overall standards are above average. They learn to count and recognise numbers to ten and many are actively involved in counting numbers orally to ten and to 100 making effective use of a number square. They are also gaining confidence in counting on and discovering ways of making ten such as $6 + 4$ and $4 + 6$. The average and lower attaining pupils are consolidating their knowledge of numbers through matching different numbers of items to six and to ten. They experiment with filling and emptying vessels in their water play but are not always given sufficient focus in order to learn effectively from these activities. They recognise shapes such as squares, circles and oblongs and use these terms in their construction play.

Knowledge and understanding of the world

82. Children's knowledge and understanding of the world is above average, and they make good progress in this area. They are interested in the world around them and the way in which it impacts upon their lives. A good feature of the work is the way in which children's knowledge and understanding of the world is developed through themes such as nursery rhymes which enable them to experiment with liquids added to solids to make medicine for Humpty Dumpty or to appreciate the action of the spider going up the spout. In their oral responses pupils appreciate that being a scientist is 'finding something out' and are able to appreciate similarities and differences in objects and aerial views of them. For example giving reasons for a picture of a brick not looking like the three-dimensional version "*It is the top. I know because it has a line across*". They are beginning to choose their own techniques when cutting, sticking or joining materials.

Physical development

83. Children's physical development is above average. They gain great enjoyment from their physical development and move with confidence and imagination. They are gaining independence appropriately and by the age of five most children have developed control and co-ordination and are using the available space in a constructive way. Teaching approaches encourage them to vary their activities and they are able to move under and over apparatus using forward and backward movements. Unfortunately the lack of outside play equipment limits their movement and co-ordination on larger toys although their finer motor skills are well catered for.

Creative development

84. By the age of five children are in line to achieve the expected levels in this area.

85. In their singing, they quickly learn words and are beginning to sing tunefully in class lessons and in assemblies. They listen carefully to identify sounds in music and note vocabulary such as 'scraping', 'tapped' and 'shook' when listening to percussion sounds. They are encouraged to act out stories in role-play areas such as one set up as Nursery Rhyme Land where they use imaginative language to dramatise nursery rhymes. Their use of construction and small world play also offers imaginative opportunities for them to make objects such as rockets for animals to ride on '*because their legs are tired*'. Children create pictures through colour mixing paints and in their use of materials.

ENGLISH

86. **At the end of both key stages, standards of attainment are generally in line with the national average. Standards of speaking, listening and reading are generally above average whilst standards in writing are below average.**

Key Stage 1

87. The school's scores in national tests for seven year olds in reading and writing in 2000 were below the national average. Standards were well below the average for similar schools. As the school is very new, none of these pupils had started their education in the school and so the scores are not necessarily representative of the school's standards. Inspection evidence suggests that standards will be higher this year, especially in reading, with the overall standards in line with the national average, but still below those of similar schools.
88. Standards in speaking, listening and reading are higher than those in writing. Even many of the youngest pupils are already confident, clear and articulate and express themselves well. They listen well to others, take account of what has been said, and respond accordingly. For example, in a Year 1 lesson looking at the story of Cinderella, a pupil was able to explain his reasons for saying that one of the sisters was lazy, saying, "I'll tell you why I say that. When the other sister came down stairs, she was just sitting there, lazing back in her chair". This is typical of the confidence, clarity and the use of fairly sophisticated techniques such as "I'll tell you why I say that". This development is brought about by the very good opportunities given for speaking and listening, and the way teachers listen so carefully to the pupils. This values their contributions and makes them keen to do well, and sets a good model for the pupils.
89. In reading, most pupils read appropriate texts with some fluency and understanding, and some have moved to the higher level of summing up main points and discussing preferences. There is a good focus on the teaching of reading, especially within the literacy hour, and there is good support from parents at home.
90. Standards in writing are below average, both in terms of the number of pupils attaining the expected level (Level 2), and in terms of pupils attaining the higher level where writing is organised, imaginative and clear, and words are chosen for variety and interest. Standards have risen since last year when no pupil attained the higher level. There is a greater focus on skills in writing, but there is not clear progression in either handwriting, or in the skills of spelling and punctuation as pupils pass through the key stage. Pupils need more practice in writing longer pieces where their skills can be

used in context, and clear guidance from the teachers about what they need to do to improve.

Key Stage 2

91. In national tests for 11 year olds in 2000, the school's scores were well above the national average, and above the average in similar schools. Again, the scores are not necessarily representative of the school's standards as most pupils had been in school for only a year, and the group was small. Inspection evidence suggests that standards will not be so high this year. Standards in reading remain above the national average, whilst standards in writing are below average. Overall standards are generally in line with the national average, but below those of similar schools.
92. Standards in speaking and listening are relatively not as high as at Key Stage 1. This is because although teachers create very good opportunities for development, as they do at Key Stage 1, pupils have not had the benefit of the school's very good provision in this area throughout their school careers. Some older pupils are very articulate and express themselves very well indeed. For example, older pupils in a geography lesson were able to explain the process of coastal erosion fluently and clearly.
93. Reading skills are well developed with most pupils reading fluently and with understanding. Pupils are able to refer to the text when explaining their views and many have a good ability to analyse texts to understand what gives them their characteristic features. There is some very good teaching of reading, especially of the higher order skills and this has taken some pupils to the highest levels of attainment. For example, in a very good Year 6 lesson looking at the poem 'The Meeting' by Derek Dyson there was a very good focus on the higher levels though asking the pupils to consider the use of metaphor and the underlying meanings. They responded very well to this and in unpicking the layers of meaning were able to reach the underlying meaning of the poem, and show attainment at Level 6 in the National Curriculum.
94. Although there is some very good teaching of writing, standards are still below the national average. This is mainly because these pupils have not benefited from this teaching throughout their school careers. The number of pupils attaining the expected level (Level 4) is below average, and few pupils attain beyond as they do in reading. Many pupils still have fundamental errors in spelling, punctuation and sentence structure. Too few pupils are able to produce extended pieces in a range of forms where vocabulary choices are imaginative and words are used precisely.

Attainment and progress of different groups

95. Pupils with special educational needs at both key stages receive appropriate support and make satisfactory progress towards the targets set in individual education plans. The progress of higher and lower attaining pupils is generally lower than would be expected at the end of Key Stage 1, and in writing at the end of Key Stage 2. Girls tend to attain higher than boys at the end of both key stages, but this is in line with the national trend. Pupils for whom English is an additional language make generally good progress.

The quality of teaching

96. The quality of teaching is satisfactory overall at Key Stage 1, although there was very good teaching seen in some lessons. Teaching is good overall at Key Stage 2, with

very good teaching in almost half of the lessons seen. Only one lesson was unsatisfactory when pupils were set an undemanding task that did not extend their skills.

97. Where teaching is very good at both key stages, there are high expectations of learning, a quick pace, very clear explanations and often a sense of excitement. The Key Stage 2 lesson making paragraphs from sentences about penguins, and the Key Stage 1 lesson on synonyms have already been quoted as example of these qualities. The Year 6 poetry lessons with both groups also had these features. A very good Year 5 lesson, also on poetry, asked the pupils in groups of three to prepare a poem for reading aloud to the rest of the class. There was very good evaluation of these renditions by both the teacher and other pupils that greatly enhanced performance, and clear explanations led to an understanding of the use of onomatopoeic words.
98. The teaching of writing has not produced standards as high as in other aspects of English. At both key stages, there is a need to address some basic skills in spelling, punctuation and sentence structure. There is also a need to extend writing skills at the higher levels. Pupils need sufficient opportunities to put into practice the skills they learn within the literacy hour, by writing more extended pieces both in English and in other subjects. They also need sufficient opportunities to revise and improve on the writing in terms of clarity and effect, and teachers need to give clear guidance in this so that pupils fully understand what they need to do to improve. This needs to be underpinned by a secure progression in the basic skills of handwriting, spelling and punctuation as the pupils move through the school. The school has already started to address this area, and has recently been awarded a DfEE 'Best Practice Scholarship'. This involves work with some pupils in Years 2 and 3 to raise standards in writing and the indications are that this will be an effective aspect of the school's provision.
99. The literacy hour has been effectively introduced, and is particularly effective in the 'plenary' sessions where pupils evaluate what they have achieved. There is little opportunity for extended writing in other subjects such as history and geography as most work in other subjects is confined to short accounts that do not offer sufficient scope to develop skills.
100. There is some effective use of information technology, particularly at Key Stage 2, with pupils writing directly on to screen and using word processing facilities to amend and correct their writing. Older pupils also make use of information technology for research purposes and are able to access and use information from the Internet and encyclopaedia programs.

MATHEMATICS

101. **Standards of attainment are average at the end of Key Stage 1 and above average at the end of Key Stage 2. At both key stages, standards in the knowledge and understanding elements are higher than in the investigative aspects.**

Key Stage 1

102. The school's scores in national tests for seven year olds in 2000 were in line with the national average in terms of the average point score, but well above the average in

terms of those attaining the expected level (Level 2). The difference between the two measures is because relatively few pupils attained the higher level (Level 3). Standards were below the average of similar schools. As the school is very new, none of these pupils had started their education in the school and so the scores are not necessarily representative of the school's standards. Inspection evidence suggests that more pupils will attain the higher level (Level 3) this year, but that overall standards will remain within the broadly average band.

103. By the time they are seven years old, pupils work confidently with numbers 100 and have plenty of practice in addition and subtraction with tens and units. They understand 'more than' and 'less than', have worked on capacity, length, partitioning, sequences and estimating. They are taught to use a ruler accurately, can recognise a half and a quarter and work on multiplication by five, ten and two. They learn to tell the time reading both analogue and digital times. They enjoy mathematics and are confident when answering questions although they are not confident when answering questions about the three times table.

Key Stage 2

104. The school's scores in national tests for 11 year olds in 2000 were above the national average and in line with the average of similar schools. Inspection evidence suggests that the school will maintain these above average standards this year
105. By the time they are 11 many pupils are becoming very competent mathematicians and one or two show exceptional ability. They work confidently in the four rules of number, can recognise and describe numbers up to two places of decimals, can simplify, add and subtract fractions, understand square numbers and square roots and find percentages. They can identify both two-dimensional and three-dimensional shapes and measure both the internal and external angles. They understand the concept of area, and they can calculate it accurately. They understand how to make measurements in standard units of length, mass and capacity and can both read and plot co-ordinates in all four quadrants. Pupils enjoy the subject and use a variety of strategies when employing mental arithmetic skills.
106. There is little evidence to show that pupils are applying their mathematics skills across the curriculum apart from some graph work in science. Neither is information and communication technology used extensively to enable pupils to develop their mathematical thinking. Both issues need to be addressed in order that pupils both gain a sense of purpose with regard to their mathematics and also develop their thinking further.
107. The quality of teaching is good overall with no unsatisfactory lessons seen. Teachers work hard to implement the National Numeracy Strategy and they do this successfully throughout the school. At both key stages, the best lessons are characterised by pace, good planning reflecting work prepared for pupils of different ability, well managed pupils and a good plenary session recapping all that pupils have learned. For example, in Year 1 the teacher revised mental strategies to work out 'doubles and near doubles'. She was enthusiastic, set clear objectives and the lesson proceeded at a good pace with all pupils concentrating on the task in hand. A pupil commented "I notice something about doubles - doubles will always be even and near doubles will always be odd". In Year 6, pupils are challenged and they respond and want to do well. They build well on their existing knowledge and work collaboratively to discover

the relationship in the number of degrees in various shapes. Pupils with special educational needs are well supported by the teaching assistants. For example, in Year 5, the teaching assistant built well on pupils' existing knowledge asking "Who recognises any fractions that we have already used this morning?". All lessons are characterised by valuable plenary sessions. These refocus on the objective of the lesson, reinforcing learning and providing the teacher with an excellent opportunity to assess progress.

SCIENCE

108. **At the end of both key stages, standards of attainment are in line with national expectations.**

Key Stage 1

109. There is no national test for seven year olds in science, but the teachers' own assessments indicate that the percentage of pupils reaching the expected level (Level 2) was above the national average in 2000. The percentage of pupils reaching the higher level (Level 3) was well below the national average. The percentage of pupils reaching the expected level is close to the average for similar schools, but the percentage reaching the higher level is well below average. These assessments indicate that standards in experimental and investigative science are lower than in the knowledge and understanding elements.
110. By the age of seven, most pupils can name the main parts of the body and know the common properties of both natural and synthetic materials. They are able to describe how materials such as plasticine, may be changed by bending and stretching. They know how to construct and draw a simple electrical circuit. Very few pupils are in line to attain the higher level (Level 3). They have more difficulty, for example, in being able to explain why some materials are particularly suited for specific purposes, or to explain accurately how a simple circuit works. Some pupils have a satisfactory understanding of scientific enquiry. For example, in a Year 2 lesson investigating how far a car would travel over different surfaces, some pupils were able to discuss what they would keep the same and what they would change to devise a fair test. Data-handling skills are not well developed; for example, when pupils draw block graphs on plain paper they do not use squared paper to ensure accuracy.

Key Stage 2

111. In the national tests for 11 year olds in 2000, all the pupils reached the national average (Level 4) but the percentage reaching the higher level (Level 5) was below the national average. In comparison with those in similar schools the percentage of pupils' reaching the national average is very high. However, the percentage of pupils reaching the higher level is well below that in similar schools. An analysis of trends over time is not possible as this was the first cohort of 11 year olds in the school.
112. By the age of 11, most pupils understand the methods of seed dispersal and can name the parts of plants and flowers. They know about feeding relationships and use appropriate terms such as food chains, predator and prey correctly. Most pupils are able to use scientific keys based on observable features to identify living things such as insects. Many pupils understand the properties of materials, for example 'insulation' when attempting to compare materials for keeping warm. Their previous

work and observation of lessons indicate that nearly all pupils can acquire knowledge at a satisfactory rate. In a Year 6 lesson about circulation, most pupils were able to explain why pulse rates increase when we exercise by stating, for example, that “Our heart rate increases to provide more oxygen”. The rate at which the pupils gain skills for working scientifically is unsatisfactory. The planned activities do not provide sufficient opportunities for the pupils to pose questions open to scientific investigation, to obtain and present evidence or to use their scientific knowledge to draw conclusions. Measuring and data-handling skills are underdeveloped. For example, pupils were required to draw a line graph to show temperature changes over time as part of a study of insulation. However, pupils were not provided with appropriate graph paper to carry out this task and the work they produced therefore lacked accuracy.

113. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Where teaching is good, the lesson is well structured and teachers adapt their planning, based on their assessments of the previous lesson. Pupils are encouraged to make links with previous learning, such as in a lesson investigating the absorbency of different papers. In this lesson, pupils were given opportunities to use their existing knowledge about the qualities of papers to inform their predictions. Teachers use questioning effectively to further pupils’ understanding and to challenge them to explain their thinking. In one lesson, for example, pupils said that they thought one paper being investigated was strong. The teacher effectively challenged the pupils to explain this more precisely and this led to a discussion about two-ply paper and the properties this may have. In another lesson, the teacher encouraged pupils to extend their learning when discussing circulation by asking pupils to expand upon their responses and add more details to the answers of other pupils. In such lessons, the teacher’s subject knowledge is good and this has a positive impact on the pupils’ learning.
114. At both key stages, teachers provide good opportunities for pupils to collaborate with each other. This was observed in a lesson investigating the volume of air in different soils where pupils worked well practically in small groups and in another lesson where pupils worked together to produce a group report of an investigation. The plenary to lessons is particularly effective and teachers involve pupils well in evaluating their learning and sharing with pupils how the work will be developed in the next lesson. Support staff are used well in lessons, such as when a support assistant discussed the lesson content and key vocabulary with a pupil with English as an additional language prior to the lesson. There are weaknesses in the quality of teaching at both key stages. In some lessons, teachers do not sufficiently match their planning and activities to the needs of all the pupils in the class. In such lessons, pupils with special educational needs are not provided with materials such as writing frames to help them record ideas or the lesson is not sequenced in sufficiently small steps to support their learning. In other lessons, there is a lack of challenge to the higher attaining pupils and they are required to complete similar work to all other pupils. There has been an over-emphasis on the acquisition of knowledge at the expense of developing practical skills. Teachers are now addressing the weaknesses in scientific enquiry and the use of ‘planning sheets’ is very helpful. In many lessons, teaching would be improved further if pupils were focusing their investigation on a question, such as in one lesson where pupils were considering ‘Which paper is the most absorbent?’ and in another where pupils were investigating ‘Which material will be best for Teddy’s umbrella?’.
115. The school has recently adopted as its scheme of work the national programme of units devised by the Qualifications and Curriculum Authority. The school needs to

decide which parts of these units to teach in depth and which in outline. The subject leader for science has a clear outline of the developments needed in the subject and has appropriately targeted scientific investigation and enquiry as an area for improvement for the school. As yet, the subject leader has not had the opportunity to monitor and evaluate standards and teaching in science in any detail; the school recognises this is an area for development.

ART AND DESIGN

116. **At the end of both key stages, standards in art are below those usually found.**
117. Pupils do not experience a wide range of media and techniques. They have few opportunities to develop careful observational work or skills in drawing and painting. There is little evidence of three-dimensional art being undertaken in the school. Some pupils have benefited from the visit of local artist to develop their knowledge of the backgrounds to paintings and the mood conveyed by a picture. However, this is not consistent across the school. Sketchbooks are underused as a means of enabling pupils to try out and collect ideas to use in their work, or as an aid to assessment.
118. There are examples of artwork used in other areas of the curriculum, such as in Year 1 to support geography work in a study of types of houses found locally. There are displays of artwork, such as the theme of winter but there is little evidence of pupils taking an active part in developing or mounting displays.
119. Pupils' attitudes and behaviour in art lessons are good. When using a viewfinder, for example, to reveal only small parts of a picture from the story 'Mrs Armitage', the pupils were enthusiastic to suggest what the whole picture may include. In a lesson using historical artefacts, such as flat irons, pupils handled these well. They responded positively to the encouragement of a teaching assistant to look carefully to produce detailed drawings.
120. Overall, the quality of teaching in art is satisfactory but there are weaknesses. Teachers prepare lessons and resources carefully and use praise effectively to raise self-esteem. Some questioning is good and this helps the pupils to focus their observations and to promote good levels of interest. Teachers effectively involve pupils in evaluating their own work and that of others. Where there are weaknesses in teaching, teacher's subject knowledge is unsatisfactory and pupils are not given enough guidance and support to develop their skills and knowledge.
121. The subject makes a sound contribution to pupils' multicultural development, such as through displays of work to celebrate the Chinese New Year. The subject leader has very recently taken responsibility for the subject and has not yet had an opportunity to observe teaching or monitor standards. Although the quality of learning resources is satisfactory, the range and quantity of resources for art are unsatisfactory.

DESIGN AND TECHNOLOGY

122. Too few lessons were seen at either key stage for any overall judgement to be made.
123. One lesson was seen, and this was at Key Stage 1. In this lesson, the pupils' attainment was in line with expectations for pupils aged six, and the teaching was

good. Previously pupils had talked about different types of houses and were familiar with the terms flat, detached, semi-detached, caravan and bungalow. They were asked to express their preferences and the teacher skilfully used a one-minute timer to help focus pupils' thinking. This seemed to be effective as one pupil exclaimed "if you took the wheels off a caravan you would end up with a bungalow!". The term architect was introduced as the teacher told the class "this afternoon we are going to be architects". The pupils went on to design their houses, carefully listing the materials they would need to make them from the assortment placed on each table.

124. The Qualification and Curriculum Authority scheme adopted by the school is being implemented at both key stages. Displays of pupils' work around the school give some indications of achievements. A display of musical instruments including a shaker, guitar and drums is accompanied by pupils' writing indicating a knowledge of process by referring to instructions for making and an evaluation of how the instruments could be improved. For example, "I should have thought more about how to attach the handle and how thick the stick should be". In a Year 3 class pupils have listed their instructions for making a sandwich and in Year 6, pupils have undertaken a very good project designing and making shelters for a specific purpose. A photographic record of progress is kept, information and communication technology had been used well to generate designs and excellent line drawings were also in evidence.

GEOGRAPHY

125. **Standards of attainment at the end of Key Stage 2 are in line with those usually found. It was not possible to see any lessons at Key Stage 1 so no overall judgement can be made.**
126. By the age of 11, pupils are able to recognise and describe physical processes and understand how these can change the features of places. For example, Year 6 pupils were able to describe very clearly the processes of coastal erosion through the formation of bays, caves, arches and stacks. They were helped in this by some good teaching which used some very clear examples to develop the pupils' understanding. Many have developed a good understanding of the scale of maps. Younger Key Stage 2 pupils are able to locate their school and house on a local map and are able to discuss features of the local environment and suggest reasons for the location of those features such as shops and schools. Knowledge of places in Britain and around the world is very varied, with some pupils having very good knowledge of countries and physical features of the world, whilst others have significant gaps in their knowledge. This is to be expected to some extent as the pupils have come from so many different schools.
127. The quality of teaching is satisfactory overall, and some good teaching was seen during the inspection. The good lessons focused well on the learning objectives and involved the pupils in a valuable range of practical work or materials. In the one lesson that was unsuccessful, the activity did not address the learning objective. In general, lessons do not focus sufficiently on the higher levels of attainment in a clear enough way and so challenge all pupils to make the maximum progress. The work in pupils' books indicates that some topics have been addressed in a fairly superficial way and have not sufficiently enhanced their knowledge or their skills.

128. The subject co-ordinator is fairly new to the post, and has not had sufficient time to develop a full overview of the subject or ensure that sufficient weight is given to each topic, and that the level of challenge is sufficiently high.

HISTORY

129. **At the end of Key Stage 1, standards of attainment are generally in line with those usually found. It was not possible to see any history lessons at Key Stage 2, so no overall judgement can be made.**
130. By the end of Key Stage 1, pupils have a reasonable knowledge of the people and events in history they have studied. They are developing an appropriate sense of time and can sort events and objects according to their age. For example, Year 1 pupils were able to discuss household implements from the beginning of the century, such as irons, washboards and hot water bottles, and to recognise the present day equivalent. One pupil was able to point out that mangles had been used in the past, although he thought this was to make clothes flat rather than to dry them. When asked how he knew about mangles, the reason he thought they were to make things flat became apparent: he had seen them on 'Tom and Jerry' cartoons where it is the characters rather than their clothes that pass through the machines!
131. Year 2 pupils had already found out a great deal of information about I K Brunel and the many monuments to his achievements around Bristol. They had been helped considerably in this by their parents. Because the teacher had written to parents saying that the class was going to study Brunel, many had been able to take their children on visits and to compile information. This liaison between home and school makes a very valuable contribution to learning.
132. The quality of teaching was satisfactory overall in the three Key Stage 1 lessons seen, but a survey of pupils' books at Key Stage 2 indicates that, like geography, some topics have been covered in a superficial way and have not enabled the pupils to access the higher levels of understanding required by the higher levels of attainment. Also as in geography, the subject co-ordinator has been very recently appointed and has not had time to develop a sufficient overview of the subject to look at the depth of coverage or the level of expectations.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. **The standards are below those usually found at the end of both key stages.**
134. The school has just started using a new information and communication technology suite and at the time of the inspection classes were enjoying their second or third visit. Prior to this pupils had used computers either in or close by their classes. This and the fact that, in a comparatively new school, information and communication technology had not featured as an area to develop until this year in the school development plan, means that overall progress in developing skills had been slow. However observations and discussions with pupils and the co-ordinator, demonstrates that the school is well placed to make rapid progress in this area.
135. By the end of Key Stage 1, pupils are developing basic keyboard skills and beginning to save their work and retrieve it successfully, but many are too new to using computers to have developed the expected level of skills and knowledge. In one Year 1 lesson, pupils were still at the stage of being excited by seeing their names appear on the screen.

136. By the end of Key Stage 2, pupils were able to use a spreadsheet program to display data gathered when they measured their pulse rates in different conditions during a science lesson. They are able to select line graphs to show variations of data over time and work very well collaboratively to input the data. This is a challenging task and they have very helpful notes of guidance to support them. Some pupils are familiar with the program and proceed with little reference to the notes whilst others need on-going support from the teacher to negotiate each step thereby stressing again the need for differentiation in planning. In a Year 3 lesson, pupils were familiar with the term 'log-on' and could carry out the task for the first time without following the teacher's instruction. The pupils were able to write up a science experiment using a word bank when necessary. One third of the class was still experiencing problems controlling the mouse whilst all the class successfully 'logged-off' - a routine with which they have only recently become familiar. Whilst some pupils have very well developed skills, the number at this stage is relatively low and so the overall standards of attainment are below those usually found.
137. Teaching is at least satisfactory and some was good. The co-ordinator leads by example. His planning is good, detailing the plenary and ensuring good ongoing assessment. Resource sheets are used well to support the pupils through a challenging task and he moved quickly from pupil to pupil encouraging, explaining and correcting. At the end of one lesson he encouraged the pupils to look at the data 'in a scientific way' thereby reminding them that information and communication technology is a tool that supports learning across the curriculum. Good teaching was also exemplified in Year 3, where the teacher had listed the skills learned by the pupils in just three sessions in the information and communication technology suite. These included how to log on, enlarge/reduce, create pictures, log off and how to use a word bank. Pupils were justifiably proud of their achievements.

MUSIC

138. **Standards of attainment are in line with those usually found at the end of Key Stage 1 and above those usually found at the end of Key Stage 2.**
139. Pupils in Key Stage 1 sing with enthusiasm. They learn to control their phrasing and pitch and are given appropriate opportunities to improve their diction in hymn practices and class lessons. They are encouraged to listen to the different sounds of percussion instruments and recognise long and short sounds in order to create musical patterns. At Key Stage 2 pupils continue to use percussion instruments to build up layers of sound which can be combined and used expressively. For example in Year 3 classes where pupils accompanied a 'Rain Chant'. This enabled them to also appreciate musical terminology such as 'pitch' 'tone' and 'texture'.
140. The quality of teaching in music is satisfactory at Key Stage 1 and good at Key Stage 2. In the best lessons, teachers provide a stimulating balance of activities and show good subject knowledge. They also provide opportunities for pupils to evaluate what they have learned which contributes to improving the quality of their performances.
141. At both key stages, pupils enjoy their music making activities both in lessons and in assemblies where they listen to a range of music from popular songs to classical pieces. For example, Vivaldi's 'Four Seasons' was used as a stimulus for a winter display. The opportunities for professional tuition from visiting specialist teachers in

guitar, violin, keyboard, clarinet and flute enhances the musical life of the school. The school recorder club and the provision for older pupils to sing in a choir with pupils from other local schools, also extends the positive musical experiences available.

142. The school has wisely invested in support from the County Music Service which has enabled the newly appointed subject manager to raise the musical profile and build up appropriate resources for musical opportunities within the school. A recently introduced scheme to support the teaching of music provides for continuity and progression through the school and check points for assessment. The subject manager has a good picture of the subject and contributes to the planning and teaching of music at both key stages. The school has a good range of percussion instruments to cover the needs of the school but it is intended to build up this collection and to add to the tapes and CDs to reflect music of different cultures.

PHYSICAL EDUCATION

143. **During the week of the inspection, it was not possible to observe all aspects of the physical education curriculum. However, observations of gymnastics and games lessons, a scrutiny of planning and discussions with staff and pupils indicate that at the end of both key stages, standards are in line with those usually found.**
144. By the end of Key Stage 1, many pupils have developed appropriate levels of control and co-ordination. For example in a lesson developing a sequence of unlike actions using stretching and curling, pupils were inventive in selecting balances to practise. They understood the need for stillness and control and could remember and reproduce a short sequence of three actions. Pupils worked safely in small groups. They are able to observe the performances of other pupils and offer helpful comments about the work of others.
145. At Key Stage 2, pupils have a good understanding of the importance of warm-up activities. Pupils recognise the effect of exercise on the body and the oldest pupils know that the pulse rate increases during exercise to provide more oxygen to the body. In a lesson on invasion games, pupils were able to control a ball with a hockey stick successfully. Some pupils showed a good knowledge of tactics when, for example, passing the ball to a partner. They were able to discuss the need to pass the ball into a space in front of the receiving player. In a lesson developing sequences and composition in movement, pupils were able to connect skills such as rolling, jumping, twisting and balancing to compose a performance as a group, using apparatus. They used notes from previous lessons effectively to further develop their work in small groups.
146. Pupils enjoy physical education lessons and work with enthusiasm and interest. They listen attentively to their teachers and other pupils and use opportunities to refine their movements very productively. The pupils work co-operatively and with a sensible regard to their own and others' safety, using space and apparatus responsibly.
147. The quality of teaching at Key Stage 1 is good and some very good teaching was observed at Key Stage 2. Standards at present are satisfactory and there are indications that these are already beginning to rise as a result of the good and very good teaching, building on the previous varied experiences of the pupils. Teachers set a good example by dressing appropriately and demonstrate a good knowledge and enthusiasm for the subject. This has a positive effect on pupils' attitudes and on

the progress pupils make in lessons. Lessons proceed at a brisk pace and pupils are physically active for most of the time available. Teachers use their observations of pupils' performances effectively to help pupils improve further. For example, in a lesson focusing on composing sequences, the teacher observed that pupils' jumping and landings were a weaker part of the work. The teacher spent a short amount of time directly teaching the use of more powerful jumps and good posture on landing and this had a very positive impact on the quality of performance achieved by the pupils. Teachers also use demonstration by pupils effectively. In a lesson on rolling, the teacher encouraged the pupils to observe other pupils carefully by asking them to "Watch carefully what these children are doing to help them roll and move onto their feet". This was effective, as pupils were able to evaluate the techniques of others and suggest improvements to their own work such as "Use greater speed in the roll" and to "use legs rather than hands to complete the roll".

148. The physical education curriculum makes a considerable contribution to the pupils' social development, as co-operative work in gymnastics and games is an integral part of the curriculum. Extra-curricular activities make a sound contribution to the standards achieved.
149. The school's decision to timetable some physical education lessons in the morning session is positive in ensuring adequate time is given to the subject and that the hall is used effectively. Resources for physical education are very good. The acoustics in the school hall are unsatisfactory and this presents some difficulties for both staff and pupils. The newly appointed subject leader has yet to have the opportunity to monitor standards and teaching in the subject; the school recognises this is an area for development.

RELIGIOUS EDUCATION

150. **At the end of both key stages, standards of attainment are broadly in line with the requirements of the locally agreed syllabus for religious education.**
151. At the end of Key Stage 1, pupils have a secure knowledge of required elements of the agreed syllabus. The school has chosen to teach Judaism in addition to Christianity at Key Stage 1 and pupils in a Year 2 class were already developing good knowledge of the customs and symbols of Jewish festivals. They were able to list some of the preparations required for the Festival of the Passover after looking at books and pictures related to this. In another Year 2 class, pupils were also developing a respect for others' values and beliefs and a circle time was used effectively to reinforce the idea of what sharing within the school context might involve.
152. At Key Stage 2, two additional faiths are studied alongside Christianity and pupils develop a secure knowledge of differences between Christianity and other religions. Pupils were able to make connections between a visit to the cathedral and the different ways of celebrating of prayer within the Muslim religion. Pupils examined a prayer mat and were gaining an understanding of its use and symbolism. A display of work based on Islam also reflected some good connections pupils made between some tenets of the Islamic faith and their own 'Pillars of Wisdom' such as '*respect your parents*,' and '*no harm should come to animals*'.
153. The quality of teaching is satisfactory overall at Key Stage 1, and good overall at Key Stage 2. The Key Stage 2 pupils have not been in the school long enough for this good teaching to have brought overall standards above the expected levels. The

most effective teaching is characterised by the good use of religious artefacts to enrich the understanding of pupils and enliven the lessons, secure subject knowledge and skilful questioning. In a Year 6 class, careful questioning was used to challenge pupils to think about the Bible and discuss arguments for and against it being translated into English. Pupils have good attitudes to religious education and show enthusiasm and interest in their work at both key stages, clearly valuing the beliefs of other cultures. They are keen to raise questions about their learning such as how the special bread was baked for the Passover meal or why there were variations in the designs of mosques.

154. The subject manager has an effective action plan for developing work in the subject which includes the audit of resources and developing a policy. This also makes satisfactory provision for the assessment of units of work to show continuity and progression and to track through elements such as empathy. Resources are satisfactory and include an adequate range of good quality books. These are supplemented by additional artefacts and other resources from the local Religious Education Resource Centre.