

INSPECTION REPORT

LITTLE STOKE PRIMARY SCHOOL

Little Stoke

LEA area: South Gloucestershire

Unique reference number: 131699

Headteacher: Mrs Angela Greenwood

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 12 - 15 February 2001

Inspection number: 230344

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Little Stoke Lane Little Stoke South Gloucestershire
Postcode:	BS34 6HY
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Reed
Date of previous inspection:	No previous inspection

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14906	Brian Male	Registered inspector	English	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	S E Boyle	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
24805	A Cogher	Team inspector	Art and design	
20815	P English	Team inspector	Mathematics Music Religious education	Attitudes, values and personal development
20614	D Kimber	Team inspector	Design and technology Geography History	
2759	D Sleightholme	Team inspector	Science Information and communication technology Physical education	How good are curricular and other opportunities?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school takes pupils from four to 11 years old, serves the Little Stoke area north of Bristol and is maintained by the South Gloucestershire Local Education Authority. The school was opened in 1999 following the amalgamation of the former infant and junior schools. At the time of the inspection there were 357 pupils on roll in 14 classes. Most pupils start school with standards of attainment in line with those usually expected. Fifteen per cent of the pupils are eligible for free school meals which is below the national average. Twenty per cent of the pupils are on the special educational needs register which is in line with the national average. There are ten pupils for whom English is an additional language; this is below the national average.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school where the relatively new headteacher is providing strong leadership and has already introduced a range of initiatives to improve the quality of provision. The school has made good progress since amalgamation. There is a trend of rising standards of attainment underpinned by a positive ethos and the pupils' good attitudes to school. There is some good teaching across the school, particularly at Key Stage 2. The school provides satisfactory value for money.

What the school does well

- The headteacher provides strong leadership, and with her deputy has already introduced many new initiatives to improve the quality of education.
- Standards of attainment have risen since amalgamation.
- There is some good teaching, particularly at Key Stage 2.
- Children have good attitudes to school and behave generally well in lessons.
- There are good relationships across the school.
- There is good provision for cultural and moral development.
- There is an above average number of staff and the school provides very good accommodation.

What could be improved

- The good quality teaching could be more consistent across the school.
- The assessment arrangements could now be developed further to ensure consistent challenge.
- The school's behaviour policy could be reconsidered in the light of the generally good standards of behaviour now being achieved.
- The targets and support for pupils with special educational needs could be more sharply focused.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As this is a new school, created through amalgamation in 1999, there has been no previous inspection, although there were inspections of the previous infant and junior schools. Since amalgamation, standards of attainment have improved at the end of both key stages. The new headteacher has had a very positive impact on the school in a relatively short time and has, in particular, improved the rigour with which it analyses its performance. The quality of

teaching has improved over the last four years, as have standards of behaviour, particularly for the younger pupils. The quality of leadership and management has also improved and is now good overall. The school is well placed to continue its positive trend of development.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	N/A	C	B	well above average A above average B average C below average D well below average E
Mathematics	N/A	N/A	C	C	
Science	N/A	N/A	C	C	

There has been only one year group of pupils taking the national tests since the school was amalgamated. The scores attained were higher than those attained in the former junior school before amalgamation. In all three subjects, the scores were very close to being above average. These scores represent good progress and good achievement for these pupils. Inspection evidence suggests that standards may not be so high this year, but will still be generally in line with the national average for all three subjects. Within English, standards of writing are not as high as those in reading, speaking or listening. Standards at Key Stage 1 are also generally in line with the national average. There has been a strong trend of rising standards over the last three years, with a particularly good improvement since amalgamation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are generally keen to learn. They sustain their interest well and apply themselves particularly well to practical tasks.
Behaviour, in and out of classrooms	Behaviour is generally good in lessons and around the school. There has been quite a high incidence of exclusion in the past, but this has now settled down as the new headteacher has established a more positive ethos.
Personal development and relationships	There are generally good relationships across the school. Pupils show good respect for others and are open and friendly in their approach.

Attendance	There is an average rate of attendance. Pupils generally arrive on time, but a great deal of lesson time is spent in activities such as lining up and dressing, especially in the reception and Key Stage 1 classes.
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TEACHING AND LEARNING

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

The quality of teaching is satisfactory overall, but good overall at Key Stage 2. In the school as a whole, almost eight per cent of lessons seen were very good, almost 40 per cent good, 50 per cent satisfactory and less than five per cent unsuccessful.

Teachers have worked hard to make the school amalgamation a success. They have responded well to the leadership of the headteacher and have revised a wide range of policies and approaches. Much of the curriculum has been re-planned to bring practice into line and ensure continuity. The benefit of this work is now beginning to come through into the rising standards of attainment.

Where teaching is very good, there is a high challenge, together with approaches that enthuse pupils and a range of strategies that enables pupils to think carefully about their learning. To ensure consistency of the good teaching across the school, lessons need to have clear learning objectives, involve pupils in a wide range of learning activities, and use assessment information more precisely to ensure high challenge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, with a particular focus on the core skills of literacy and numeracy. It is particularly effective at making links between different subjects. The school offers a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	The school offers appropriate support to pupils with special educational needs. The special educational needs co-ordinator has little time to oversee the programme, but manages it effectively. The Code of Practice is followed and good liaison kept with outside agencies. The targets on some of the individual education plans are not sufficiently specific.
Provision for pupils with English as an additional language	There is a small number of such pupils, and none receives outside support, although some are at an early stage of learning English. They receive appropriate support within class and make

	satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is appropriate provision for pupils' personal development. There is good provision for moral and cultural development and satisfactory provision for spiritual and social development.
How well the school cares for its pupils	The school provides a supportive environment where pupils are valued. There are good arrangements for monitoring and supporting academic progress. Arrangements for child protection are being updated, but all staff have not yet been made familiar with the new procedures. Monitoring of health and safety is effective, but staff need up-to-date training.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing strong leadership for the school and sets a clear educational direction. She sets a very good tone for relationships across the school. She has introduced a range of initiatives to improve educational provision and has led the school well since amalgamation. A positive ethos is being established. The senior management team works well, and the role of co-ordinators is being developed.
How well the governors fulfil their responsibilities	The governors are very effective in their support of the school and fulfil their responsibilities very well. They have a very good overview of the school and have clear plans for its development.
The school's evaluation of its performance	The headteacher has introduced some very effective measures to evaluate the school's performance. A wide range of data is analysed rigorously and this is used to amend policies and procedures.
The strategic use of resources	The budget is well planned with a range of different projections being carefully considered. There are plans to deal with the projected budget deficit. Resources are used generally effectively. The school receives an average income and offers satisfactory value for money.

There is a good number of both teaching and support staff. The school building is very spacious and the grounds are extensive. Some areas have been very well developed with play facilities and environmental areas. The level of learning resources is generally adequate across the school, with some good resources for the Foundation Stage and for technology.

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 would like the school to work more closely with them.• Some parents feel that the range of extra-curricular activities could be wider.

Parents were generally supportive of the school in the questionnaires and in the meeting with inspectors. They recognise the progress the school has made since amalgamation, especially in standards and a more rigorous approach to teaching. The inspection agrees with their positive comments and finds that there is an appropriate range of extra-curricular activities. The school is building its partnership with parents and is now well placed to develop this further, particularly in involving them in the life and work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is only the school's second year since amalgamation so, officially, there has only been one year group leaving at Year 6 so far. Taking account of standards in the previous junior school, there has been a rising trend of standards over the last four years, and a significant rise last year at the end of Key Stage 2.

The school's targets and pupils' achievements

2. The school exceeded the targets it set for pupils attaining the expected level (Level 4) in English and mathematics in 2000. This year's targets are higher and the school is on track to achieve them. The present levels of attainment represent good achievement for the pupils taking account of their attainment as seven year olds.

Children under five

3. Most pupils enter the school as four year olds with standards of attainment in line with the national average. They make satisfactory progress through the reception year, and standards of attainment are in line with those expected in all the areas of learning by the time they move into Year 1.

Key Stage 1

4. In national tests for seven year olds in 2000, the overall standards, as measured by average point scores, were in line with the national average in reading and writing and mathematics. Standards in all three were also in line with schools of similar background. Although standards were in line with the national average, they were at the high end of that category and represented a significant rise over standards in the former infant school in the previous year.
5. Inspection evidence shows that standards this year will remain in line with the national average in reading and mathematics, but below average in writing where very few pupils are attaining the higher level (Level 3). Standards in all other subjects are in line with those usually found.

Key Stage 2

6. In national tests for 11 year olds in 2000, standards were in line with the national average in English, mathematics and science. Compared to schools of similar background, scores were above average in English, and average in mathematics and science. As with Key Stage 1, standards in all three subjects were very close to being above average. This was the first year the newly amalgamated school had entered pupils for the national test, but these standards represent a significant increase over standards in the former junior school in the previous year.
7. Inspection evidence indicates that the standards of the present pupils at the end of Key Stage 2 will not be quite as high as last year, but are still in line with the national average in all three subjects. The variation is associated with the higher number of pupils in the group with special educational needs. Standards are generally in line with those in similar schools. In English, standards of reading, speaking and listening are higher than in writing where they are below the national average.
8. Standards in all other subjects are in line with those usually found.

Progress of different groups

9. The school is giving some good support to higher attaining pupils in English and mathematics at the top of Key Stage 2, but in the rest of the school, and in other subjects at the top of Key Stage 2, the challenge needs to be higher to ensure maximum progress.
10. Pupils with special educational needs make generally satisfactory progress, particularly where the targets on the individual education plans are most specific. The progress of boys and girls is generally in line with that usually found. Pupils from ethnic minorities and those for whom English is an additional language make progress in line with the rest of the school. There is no outside support for those for whom English is an additional language, although some are at an early stage.

Numeracy and literacy

11. Standards in numeracy are in line with national expectations across the school. Most pupils have an appropriate understanding of number and recall of number facts. At the end of both key stages there is still a significant number of pupils who have not reached the expected level. In literacy, standards in writing are below those in reading.

Pupils' attitudes, values and personal development

12. Throughout the school, pupils' attitudes to learning are good. This confirms the views expressed by parents. Such attitudes have a significantly positive effect on the attainment of all pupils. Most pupils clearly enjoy coming to school. In informal discussions, pupils readily gave such reasons as, "...because it's friendly." or "I like doing sums and DT (design and technology)". The youngest children in the reception classes settle quickly and are anxious to be included in class activities. Across the school, most pupils listen attentively to teachers, other adults who work with them and to each other. They are eager to answer questions and to contribute their ideas in discussions because their responses are consistently valued. This valuing also promotes pupils' self-esteem and active involvement in learning. Pupils settle promptly to practical learning activities with a good measure of responsibility when, for example, creating and performing the musical score for their dance-drama production, or investigating possible reflections of irregular shapes. They work industriously for relatively long periods. Pupils with special educational needs are integrated well into life of the school and work hard towards the targets set for them.
13. Overall behaviour is good in lessons, at lunch and in the playground. Children in the reception classes have a clear understanding of what is considered acceptable behaviour. As they move through the school, pupils clearly demonstrate their understanding of the differences between right and wrong and show a proper regard for the property of others and the whole school environment. They respond well to the school rules and know that how they behave has consequences for themselves and others. There has been an above average incidence of exclusions in the recent past. The number has been reduced to one since a more positive ethos has developed under the guidance of the new headteacher and the provision of support personnel has been improved.
14. Pupils' personal development is good overall. Children entering the reception classes gain appropriate confidence so that they readily talk with adults and each other. As they move through the school, most pupils, including those who have special educational needs, are eager to be involved with the daily routines of school life. They

take such responsibilities as returning registers to the office, very seriously. Older pupils, when given the opportunity, readily accept responsibilities such as helping to prepare for assemblies, befriending younger pupils or accepting the role of House Captains. However, there are few examples of activities which have been initiated by the pupils, or work that they have planned and organised for themselves.

15. Relationships within the school are good, and are characterised by the mutual respect evident between pupils and the adults who work in the school. Pupils relate well to unfamiliar visitors offering unaffected courtesy and politeness. From entry to the school pupils develop the ability to work and play constructively together. This was well illustrated in playground activities where, for instance, boys and girls joined together to devise a game with a skipping rope and pupils in Year 6 chose to play with pupils from Years 1 and 2. Most pupils show sensitivity and concern for the feelings and values of others when, for instance, they are sharing their completed work in plenary sessions or in circle time when explaining why they feel they are 'unique'.
16. Although there can be no direct comparison made with a previous report on this school it is noted that the findings in the report made on the former junior school have been maintained and improvement has been made in relation to the former infant school report.

Attendance

17. Attendance at the school is average by comparison with other schools. Pupils generally arrive punctually at the start of the day. Not all lessons start promptly and some lessons finish early and much time is taken on administrative tasks such as lining up and dressing, especially in the reception classes.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory overall, but good overall at Key Stage 2. In the school as a whole, almost eight per cent of lessons seen were very good, almost 40 per cent good, 50 per cent satisfactory and less than five per cent unsuccessful.
19. Teachers have worked hard to make the school amalgamation a success. They have responded well to the leadership of the headteacher and have revised a wide range of policies and approaches. Much of the curriculum has been re-planned to bring practice into line and ensure continuity. The benefit of this work is now beginning to come through into the rising standards of attainment.

Foundation Stage

20. The teaching of children in the reception classes is satisfactory overall. Of the lessons seen, 15 per cent were very good, 30 per cent were good, and 55 per cent satisfactory. Children are involved in a wide range of activities, but the present rather complex timetable arrangements do not always focus sufficiently on the learning of individuals. Where teaching is good, pupils have time to explore and talk about their practical activities.

Key Stage 1

21. The quality of teaching at Key Stage 1 is satisfactory overall. Of the lessons seen, teaching was good in over 25 per cent, satisfactory in 65 per cent and unsatisfactory in ten per cent. Teaching is satisfactory in English, mathematics, science, information technology, music and religious education. Teaching is unsatisfactory

overall in physical education. Insufficient teaching was seen in any other subject for a 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 almost ten per cent of lessons, good in almost 50 per cent, and satisfactory in over 40 per cent. Teaching was unsatisfactory in less than three per cent. Teaching is good overall in English, mathematics, science, information technology, history and art. Teaching is satisfactory overall in all other subjects.

Teaching of different groups

23. There is generally appropriate support for pupils with special educational needs within classes, and some good, and sometimes very good, support from teaching assistants. The targets on the individual education plans are variable across the school. Some targets are very helpful and specific, identifying a need and setting realistic goals within a short time-scale. Other targets are too vague, such as “to extend literacy skills”, and do not set a sufficiently helpful short-term programme. The form being used for these plans has three parts: ‘overall objectives’, ‘areas for development’ and ‘targets for action’, and it is not always clear what the difference is between these three. This detracts from the clarity of many individual plans. The special educational needs co-ordinator is released for a half day every two weeks, and this is insufficient time to review all the plans in detail.
24. Teaching of pupils from ethnic minorities and those for whom English is an additional language is in line with that for other pupils, and their needs are appropriately met.

General

25. Where teaching is very good, there is a high challenge, together with approaches that enthuse pupils and a range of strategies that enables pupils to really think about their learning. For example, in a very good Key Stage 2 English lesson taken by the co-ordinator, pupils were challenged to compose poems in the style of Kit Wright’s “My Dad, Your Dad”. The teacher turned the pupils’ own suggestions into some very good examples of lines and left it to the pupils to fill in the others in between. This enabled them to understand the need for rhyme and rhythm. The technique of discussing their ideas in pairs was particularly successful in developing suggestions for lines that would fit the structure.
26. A very good Key Stage 2 history lesson looking at Roman artefacts really enthused the pupils, and enabled them to make very good progress through the teachers’ clear explanations and the way in which they worked together to examine the artefacts and relate them to what they had already learned about the Romans. A very good mathematics lesson with the same class also built very well on previous learning about shapes and symmetry, and varied the teaching to different groups to ensure that the level of challenge was appropriately high for all.
27. In some very good teaching of a group of pupils with special educational needs, it was the teaching assistant’s very clear explanations together with her very patient and understanding approach to some challenging pupils that enabled progress to be so good. Expectations were very high and the very good quality of relationships enabled the pupils to respond to the expectations.
28. Where teaching is satisfactory, the methods used are usually appropriate but lack the variety and stimulus of the good and very good lessons. In some lessons, the learning objectives set are not clear, or are set in terms of what the pupils will do

rather than what they will learn. This means that the lessons are not always structured sufficiently sharply to meet the objectives, with activities not directly addressing the targets and so the learning loses pace. When the learning objectives are clear, it is the variety of learning strategies that needs to be increased. In the best lesson pupils are given some independence to find things out, to discuss ideas with others and to find their own solutions to problems.

29. Assessment of pupils' progress and their levels of attainment is generally very effective, and teachers are keeping a great deal of information. The best lessons, such as the mathematics and history lessons described above, use this information effectively to build precisely on what pupils have already learned, and to ensure that the level of challenge for all groups is appropriately high. In some cases, teachers make sure that their pupils are fully involved in this assessment and are aware of what they need to do to improve. This is sometimes done through marking and sometimes through discussion. This does not happen in all classes, but learning is most effective where it does happen.
30. The management of pupils' behaviour is generally good, and some pupils who have particular behavioural needs are handled very well indeed. In the light of this good behaviour, the school is now in a position to review its behaviour policy which is focused mainly on the containment of undesired behaviour rather than the promotion of good behaviour. In some cases, the systems of sanctions gets in the way of the good relationships that teachers have with their pupils and actually adversely affects behaviour. Behaviour is good enough for teachers to allow pupils greater independence in their learning and more opportunities to act responsibly around the school. This would enhance their social development and their self-discipline.
31. In those few lessons where teaching was unsatisfactory, it was the level of challenge that was too low, or the pace too slow to promote successful learning.

The quality of learning

32. The quality of learning, and the rate at which pupils acquire new knowledge, skills and understanding, are generally satisfactory in the reception classes and at Key Stage 1, and generally good at Key Stage 2. Most pupils entered the school with below average standards of attainment, and so they have made good progress to reach the expected levels by the time they are 11.
33. Across the school, most pupils are keen to learn and apply good effort to their work. They take a good interest in their work and sustain their concentration well. In those classes where teachers involve pupils in assessment, pupils have a good understanding of what they are achieving, and know how they can improve.

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

34. The curriculum is broad, balanced and relevant, and meets the statutory requirements for all National Curriculum subjects and the provision of religious education. Pupils of all levels of attainment can access the full range of subjects. Appropriate provision is made for personal, social and health education, including sex education and attention to drug misuse.
35. At both key stages, sufficient teaching time is allocated to each subject. Almost half the taught time is allocated to the teaching of English and mathematics. Good

opportunities are taken to make effective subject links through topics. For example, Year 6 pupils studying space in a science lesson then worked in pairs in an information and communication technology (ICT) session to develop research skills in English. They accessed the Internet for further information on the planets they had chosen to study in depth. Pupils are expected to supplement their work at school through a regular homework programme. Parents of Key Stage 1 pupils receive helpful guidance so that they can support their children's reading. Homework becomes more formalised at Key Stage 2 as pupils are expected to learn spellings and tables as well as extending the work they are covering in topics.

36. Following amalgamation, priority was given to establishing a strategy for planning the curriculum, writing policies for subjects, preparing schemes of work and implementing the National Literacy and Numeracy Strategies. Most of the foundation subjects are taught through a two-year topic cycle, a successful feature of curriculum planning continued from the former junior school. At the time of the inspection, teachers had not completed the first cycle following amalgamation. Teachers work in pairs to plan successfully the work for each half term. They agree the weekly coverage for each subject acknowledging the priority to literacy and numeracy. These medium-term and weekly plans are consistent with the two-year topic approach. Parents receive, in advance, a useful schedule listing the topics to be delivered to each year group so that they can support their children's learning at home.
37. The planning of the curriculum for pupils with special educational needs and those for whom English as an additional language reflects that of other pupils.
38. Sex education is taught effectively within the science and personal, social and health education programmes. Parents have been consulted through a questionnaire to assess their views on the school's approach to sex education prior to governors formally agreeing the final version of the policy. Drugs awareness is provided appropriately in conjunction with staff from the area health authority. Pupils' awareness of the use and misuse of medicines, tobacco, alcohol and solvents has been suitably covered.
39. There is a satisfactory range of extra-curricular activities, although some parents feel it is too restricted. The school has continued the successful tradition from the former infant and junior schools of encouraging pupils to take part in musical activities and pupils regularly perform to community groups. Pupils can extend their creative skills through learning to play an instrument, joining the school choir or taking part in creative arts, dance and gymnastics. Specialist tuition is provided for gymnastics. Sports skills are promoted through extra-curricular activities such as badminton, netball and football.
40. There are regular links with the four high schools to which pupils transfer. Good progress has been made with one link secondary school resulting in higher achieving pupils being able to visit the school to take part in an enrichment programme. A nearby college uses the school for nursery nurse placements with the benefit of positive links for the under-fives. The headteacher is aware of the need to promote the school in the local community and successful curriculum links have been made with a local supermarket and aero-engineering company. Staff from one of the newer financial enterprises locating in the area provided support in redecorating part of the premises.

Spiritual, moral, social and cultural development

41. Provision for spiritual development is satisfactory. Acts of collective worship are appropriately planned with a strong emphasis on Christianity. There are suitable opportunities for reflection. The school uses these times well to celebrate individual pupil success both in school and outside; for example, one child was presented with a medal for having swum 50 metres butterfly stroke. There is little evidence of spiritual development in lessons, or even of occasions where, for example, pupils are amazed at the world or some phenomenon. Pupils' writing, especially their poetry sometimes demonstrates a feeling for the natural world such as, the work about trees by Year 6, but much of the poetry in the school is functional, and only occasionally contains a spiritual element.
42. Provision for moral development is good. School rules are prominently displayed and pupils are clear about for example, playground rules.
43. Provision for social development is satisfactory. Pupils have appropriate roles and responsibilities within the classroom and older pupils are supporting the school community well by for example, helping in the Key Stage 1 playground and with various tasks around the school. However, teachers are not always consistent in the responsibilities they give to pupils for example, a Year 6 class was reminded that they might need to use the toilet at the start of lunchtime. Pupils enjoy the somewhat limited playground equipment which encourages them to play together and to share. There are some opportunities for pupils to work together, but these are too few to have a significant impact. Most teachers listen well to pupils and in this are good role models for listening to others.
44. Provision for cultural development is good, and the school has plans in place to develop this area further. Opportunities through the performing arts and music are very good, with significant numbers of pupils learning to play an instrument or attending extra-curricular dance and drama. The school is developing good links with European schools and although they are still at an early stage it is already stimulating interest in other cultures. Provision for non-European cultures is mainly through religious education and the study of world religions. This is an area the school recognises as in need of development, and has already started to address this. Pupils have appropriate opportunities to learn about the local culture of Bristol through visits to museums and places of interest.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Pupils' welfare

45. The school has developed appropriate monitoring procedures for health and safety and takes such issues very seriously. There is an appropriate number of staff with first aid qualifications, but no member of staff has had health and safety training, or training in risk assessment. This is something the school needs to address with some urgency.
46. Arrangements for child protection are in the process of being updated and are not fully established. The school has designated two members of staff for child protection, and they are currently receiving training designed to familiarise them with South Gloucestershire's new procedures. In the meantime, the school does not have its own policy, although in the interim it has adopted South Gloucestershire's policy. In general, staff have not had recent in-service training to update them in child protection procedures, but they know who to go to with concerns. The school plans to address

these issues when the designated persons have completed their training. Pupils learn about appropriately issues to do with child protection in personal, social and health education lessons.

47. There is good monitoring of pupils' personal development and attendance, and pupils are well supported within a mostly very positive ethos. Pupils who have behavioural problems are very well supported by a positive system of rewards, but more especially by the encouragement given to them by their teachers and the headteacher.
48. The school's behaviour policy document is very clear and is based on a system of rewards and sanctions. Most teachers use the rewards, but there is inconsistent use of the sanctions so that some staff adhere strictly to the prescribed sanctions, some are less rigorous, and some do not use sanctions at all. In reality, most staff have good relationships with their pupils and do not need to use the sanctions demanded by the policy. In many circumstances, the sanctions, because they are negative and potentially quite severe, get in the way of these good relationships. In any case, the policy runs counter to the positive ethos that the school works hard to create, and if not used sensitively can too readily lead to exclusion.
49. Mid-day supervisory staff support pupils play well and help to make playtimes enjoyable. However, some are not clear about some arrangements; for example, for pupils with asthma. Generally, the organisation of playtimes means that there is a tendency towards too much time spent standing in line and too little time spent playing.
50. The unusual practice of giving pupils their school milk at home time is unsatisfactory. This milk is allocated to young children to sustain them during the school day.

Monitoring of pupils' academic attainment and progress

51. Sound procedures for assessing pupils' attainment and progress, particularly in the subjects of English, mathematics and science, have been established since the amalgamation of the schools. A tracking system has been introduced which will enable a picture to be built up and maintained of how pupils progress in English, mathematics and science as they pass through the school. In addition to baseline assessment in the foundation year, and to the statutory National Curriculum tests in Years 2 and 6, the school now uses non-statutory tests for pupils in Years 3, 4, and 5 in English and mathematics to provide information on pupils' progress. This information has been used to identify pupils who attend the booster classes in Years 5 and 6 in these subjects. With the recently adopted teaching schemes, based in part upon the Qualifications and Curriculum Authority guidelines, the school is extending the pattern of termly assessment and recording to other subjects.
52. The analysis of assessment data is used effectively. The analysis of Standard Assessment Tests shows that there is not a lot of difference in the performance of girls and boys. This analysis has helped to identify the need for a stronger emphasis in school upon the development of writing skills, and upon increasing the provision for more able pupils in English and mathematics.
53. There are good arrangements for monitoring and supporting the academic progress of pupils, and for feedback to parents. Targets are identified for each pupil for English and mathematics, and these are then discussed with parents at the termly parents' meetings.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents are generally positive and supportive in their views of the school, although some feel that the school does not work sufficiently closely with them. The inspection finds that links with parents are mostly satisfactory but the school quite rightly recognises the need to develop these links further to involve parents more in the life and work of the school. It has already begun to involve parents more by for example, inviting them to class assemblies, which is proving to be very popular. Parents are also invited for a tea and cakes afternoons with the headteacher. In addition, there is more information for parents about the curriculum in the form of lists of the topics each class will be covering. This information is fairly basic but it does inform and involve parents, albeit at a fairly low level. Parents have been involved and consulted well about the sex education policy.
55. There are a good number of formal opportunities for parents find out about the school's work through consultation evenings, through termly target sheets and through comprehensive pupil annual reports. However, the arrangements at the start of the day, make daily informal contact between parents and teachers of reception and Key Stage 1 pupils difficult.
56. There are too few opportunities for parents to come into classrooms when children are working, although these are provided for reception class parents. Generally the quality of information for parents through the prospectus, pupil annual reports and the booklets for parents of children starting school is good. Overall, it is comprehensive and clear.
57. The impact of parents' and carers' involvement with the work of the school is satisfactory. The Friends Group is very active. It relies on a small but dedicated committee with additional support from parents for events. Overall, it is very successful in raising money and bringing adults together for social events. The money raised is well used to support school initiatives such as the information technology suite. Parents also help by giving their time and expertise and a good example is the Key Stage 1 playground which has been developed well through the hard work and enterprise of parents.
58. There are few parents helping in school on a regular basis, but they provide good support by helping groups of children in a range of activities.
59. Most parents support the work their children are expected to do at home by for example, listening to them read.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

60. The headteacher is providing strong leadership for the school and has set a clear educational direction. She has introduced a range of initiatives to improve educational provision and has led the school well since amalgamation, ensuring common policies and a common approach to the curriculum. She is a very good role model for creating relationships with pupils and for working with pupils who have special educational needs in the area of behaviour. Under her leadership, a positive ethos is being established in the school.

61. The senior management team works well, and it is influential in developing policies and practices. The role of subject co-ordinators is being developed well and they provide some good leadership for their subjects, especially in English, mathematics, design and technology and history. The English and mathematics co-ordinators have developed a good overview of progress and attainment in their subjects. This now needs to be extended to other subjects.
62. The special educational needs co-ordinator manages the process effectively and ensures appropriate provision, but the allocation of only a half a day every two weeks gives her very little time to do so. The national Code of Practice is fully followed, and good liaison is maintained with outside agencies. With more time, she could review more closely the individual education plans to ensure that the targets are sufficiently sharp.
63. The management of teaching assistants is generally effective. There are some times when they have little part to play in whole-class lessons, but they provide some very valuable input to groups both within and outside the classrooms.

The governors

64. The governors are very effective in their support of the school and fulfil their responsibilities very well. They have a very good overview of the school and have clear plans for its development. They have led the school very well through the first terms of amalgamation.

Monitoring, evaluation and targets

65. The headteacher has introduced some very effective measures to evaluate the school's performance. A wide range of data is analysed rigorously and this is used to amend policies and procedures. Targets are set at a school and individual pupil level and progress toward these targets is being monitored effectively. It has taken a great deal of work to assemble all the data to make the evaluation possible, but now that it has been collected, the school is well placed to work on those areas it identifies as in need of improvement.

The budget and best value

66. The budget is very well planned with a good vision of the long-term needs and possibilities. The budget surplus has been used appropriately to maintain the present staffing structure and there are good alternative plans to manage the situation next year in the light of the various budgetary scenarios. Within the budget, the practice of allocating money to classes rather than subjects makes it difficult to ensure that resources are spread effectively and built up to support the curriculum.
67. The school applies the principles of best value effectively.
68. The school receives an income per pupil in line with the national average, and attains standards broadly in line with national expectations. It therefore offers satisfactory value for money.

Staffing, accommodation and learning resources

69. There is a good number of both teaching and support staff. Classes are not large and there is a good number of teaching assistants across the school. The school building is very spacious and provides good classroom space as well as many extra rooms for small groups and for activities such as music and cooking. The grounds are extensive and provide both hard surface play surfaces and grassed areas for sport. Some areas have been very well developed with play facilities and environmental

areas. The level of learning resources is generally adequate across the school, with some good resources for the Foundation Stage and for technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to continue its trend of rising standards, the school needs to:

- 1) Make the good teaching already in the school more consistent across it by:
 - ensuring that the lesson objectives clearly identify what pupils need to learn;
 - focusing the lessons sharply on these objectives;
 - involving pupils in a wider range of learning activities;
 - ensuring that the pace of learning is brisk. (para 28)
- 2) Continue the development of its assessment practices to ensure that the information gained is used most effectively and that:
 - lessons build precisely on what pupils are assessed to have learned already;
 - the level of challenge in lessons is always appropriately high;
 - children are enabled to understand what they need to do in order to progress and improve;
 - the marking of pupils' work focuses on recognising achievement and what they need to do next. (para 29)
- 3) Build on the good behaviour now established in lessons by:
 - reviewing the behaviour policy to give it a more positive focus;
 - building on the good relationships that prevail across the school;
 - giving pupils more opportunities for independence in their learning;
 - enhancing the provision for social development;
 - allowing more opportunities for pupils to act responsibly around the school. (para 30)
- 4) Review the arrangements for supporting pupils with special educational needs by ensuring that:
 - targets on individual education plans are specific and achievable within a short specified time scale;
 - that lessons link directly to the targets on the individual plans;
 - the special educational needs co-ordinator has sufficient time to contribute to the programme. (para 23)

The school has already recognised in its development planning the need to improve the consistency of good teaching, to develop assessment procedures and to review procedures for children with special educational needs.

The school may also wish to address the following minor issues:

- involving parents more closely in the work of the school; (para 54)
- providing more opportunities for reception class children to explore and investigate through play; (para 72)
- improve the quality of writing. (paras 85 and 89)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	122
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	39	50	3	1	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	357
Number of full-time pupils known to be eligible for free school meals	n/a	55

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	74

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	21	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	19	19	20
	Total	41	41	42
Percentage of pupils at NC level 2 or above	School	89 (n/a)	89 (n/a)	91 (n/a)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	23
	Girls	18	20	19
	Total	40	42	42
Percentage of pupils at NC level 2 or above	School	87 (n/a)	91 (n/a)	91 (n/a)
	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	30	26	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	28
	Girls	22	22	25
	Total	47	49	53
Percentage of pupils at NC level 4 or above	School	84 (n/a)	88 (n/a)	95 (n/a)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	29
	Girls	26	24	25
	Total	49	49	54
Percentage of pupils at NC level 4 or above	School	88 (n/a)	88 (n/a)	96 (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	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	308
Any other minority ethnic group	4

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	6	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.1
Number of pupils per qualified teacher	23.6
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	139

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
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	412,170
Total expenditure	373,706
Expenditure per pupil	1,016
Balance brought forward from previous year	0
Balance carried forward to next year	38,464

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	357
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	1	0	3
My child is making good progress in school.	49	46	4	0	1
Behaviour in the school is good.	36	54	6	1	3
My child gets the right amount of work to do at home.	29	51	14	5	1
The teaching is good.	54	44	3	0	0
I am kept well informed about how my child is getting on.	36	48	15	0	1
I would feel comfortable about approaching the school with questions or a problem.	46	46	5	1	1
The school expects my child to work hard and achieve his or her best.	50	44	3	1	3
The school works closely with parents.	31	48	18	3	1
The school is well led and managed.	36	45	8	3	9
The school is helping my child become mature and responsible.	35	61	3	0	1
The school provides an interesting range of activities outside lessons.	21	40	21	5	13

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

71. Most children enter the reception classes with standards of attainment generally in line with those usually found and make satisfactory progress in all the areas of learning. The learning environment created is highly structured and children respond positively. The majority of children reach the expected goals in all areas by the time they are five.
72. The quality of teaching is satisfactory overall with some very good features. The teachers understand the requirements of the foundation curriculum, and are competent in the teaching of phonics and other basic skills. Lessons move at an appropriate pace, and meet the children's learning needs. A strong emphasis is placed on the development of children's literacy and mathematical learning. However, the tightly structured daily routines provide limited opportunities for children to explore, investigate and develop their creativity through play. Teachers plan for all areas of learning, and progress towards the Early Learning Goals is identifiable. Teachers use baseline, and ongoing assessments to monitor children's progress and inform their planning. This is particularly effective in the areas of literacy and mathematics.
73. Classrooms are effectively organised and well resourced to support the learning of children at this stage. Teachers are supported by a classroom assistant, who makes a valuable contribution to children's learning. Parents support their children's learning at home, particularly in literacy, and give financial support for the purchase of equipment.

Personal, social and emotional development

74. Children's skills in this area are well developed. Expectations of behaviour and work are high. Children behave well, are polite and work hard. They concentrate for extended periods of time and work well individually and in small and large groups. They are able to listen to each other, share and take turns. In a range of situations, children confidently communicate their feelings and ideas to each other and adults. Opportunities for role play encourage co-operation. For example, the creation of a 'Grocery Shop' provides a situation in which children take on the roles of shopkeeper and customer. Children play constructively, with enjoyment and demonstrate the ability to make choices. Limited adult intervention in these activities results in missed opportunities for the extension of children's learning. Children have good self-help skills and a positive attitude to learning.

Communication, language and literacy

75. Teaching is clearly focused and lessons build appropriately on children's previous experiences. In good lessons, teachers encourage children to extend their descriptive vocabulary. For example, when exploring the properties of jelly, children were able to describe it as "sticky, bouncy and square shaped", and they learned the word "dissolve" and were able to use it appropriately. Opportunities to develop children's spoken language in free play situations are not fully explored.
76. Most children are articulate and respond well to their teacher's questions, using appropriate vocabulary in a range of situations. They listen attentively to each other and respect each other's views. Through the use of a structured programme they

learn the sounds that letters make and how to write them, and many can write their own names and copy their teacher's writing with few mistakes. However, opportunities for children to practise their writing skills in free play situations are limited. Children enjoy listening to stories and talking about books. They know how a book is organised and learn to read frequently used words. Some are beginning to use their phonic knowledge to successfully build new words orally.

Mathematical development

77. Children have access to an appropriate range of activities to support their learning and some very good use is made of practical resources to support children's interest in this area. In the best lessons, skilful use is made of open-ended questions to help children to clarify their thinking and develop a range of strategies to solve problems. Children learn and use appropriate mathematical language; for example, they describe their play dough snakes as longer or shorter than the one made by their teacher. Most are able to count confidently to 20 and beyond, and compare, order, match and sort objects to given criteria. They are developing an understanding of pattern, can name simple two-dimensional shapes, and have some experience of three-dimensional shapes.

Knowledge and understanding of the world

78. Children experience an appropriate range of activities to support their learning, and teachers make effective use of open-ended questions to guide children's thinking, and extend their descriptive vocabulary. Most children are able to talk confidently; for example, about the properties of jelly and predict what will happen to it when mixed with hot or cold water. When playing in the sand, they talk about the differences between damp and dry sand, and can describe the similarities and differences between a range of objects. Children can use a range of construction materials, and technology to support their learning, such as a listening centre when listening to stories. When using a computer program to create pictures, the majority of children use the mouse confidently to select colours and drawing tools from palettes displayed on the screen.

Physical development

79. In structured lessons children learn to move in a variety of ways. Playtime is used effectively to promote physical development. Children play racing games and use skipping ropes. They are aware of each other and use space safely. Children use a range of tools and materials. They use pencils and paintbrushes appropriately. They work skilfully with a range of construction materials.

Creative development

80. The children are able to work confidently with a range of malleable materials, paints and tools; for example, making wax resist pictures, collages and musical instruments from recycled materials. They sing a range of songs and rhymes from memory, and enjoy creative activities and become fully involved. However, many of the tasks are too highly structured, and activities designed to allow children to experiment with materials and tools are limited. Opportunities for children to initiate activities, make full use of their senses and develop their imaginative skills are infrequent.

ENGLISH

81. **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

82. The school's scores in national tests for seven year olds in reading and writing in 2000 were in line with the national average, and were also in line with the average for similar schools. The scores were higher than those attained in the former infant school in the previous year, and were very close to being above average overall. Inspection evidence suggests that standards this year are average in reading but below average in writing, with the overall standards in line with the national average, but still below those of similar schools.
83. Standards in speaking, listening and reading are in line with those usually found. Most pupils listen well and take account of what others have said. Pupils in a Year 2 English lesson were able to express very clearly their ideas about the quality of piece of writing. In a religious education lesson, Year 1 pupils were able to express their understandings of the Bible clearly, "It tells you to keep away from things you shouldn't do". There are few opportunities for pupils to discuss things in groups or pairs, or to direct discussions themselves.
84. In reading, most pupils read appropriate texts with some fluency and understanding of the words, but few have attained the higher level of appreciating main points and expressing their ideas about the texts they have read. There has been some good work within the literacy hour that has focused pupils' thoughts on various features of writing such as the use of adjectives and pronouns, and most pupils have responded well and recognise them well in their reading.
85. 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. Some pupils have not made sustained progress through the reception and Year 1 classes in terms of developing handwriting, punctuation and spelling skills, because lessons do not always build sufficiently well on what pupils have already learned.

Key Stage 2

86. In national tests for 11 year olds in 2000, the school's scores were in line with the national average, and above the average in similar schools. The scores were very close to being above average overall, and represent a significant improvement over the scores attained in the former junior school in the previous year. Inspection evidence suggests that standards will not be so high this year. Standards in reading remain in line with the national average, whilst standards in writing are below average. Overall, standards are generally in line with the national average, and those of similar schools.
87. Standards in speaking and listening are in line with those usually found. Where pupils are given opportunities to discuss things and put forward their points of view they do so very well, but such opportunities are very limited in some classes. In a good Year 3 lesson, pupils were able to work in groups of three planning their strategies for a computer simulation program. They listened to each other well, put their views forward cogently, and came to amicable agreements.

88. Reading skills are generally in line with expectations. Most pupils read with appropriate fluency and understanding. By the age of 11, most pupils reach the expected level of looking for meaning beyond the literal, and referring to the texts when expressing their views, but relatively few attain the higher level (Level 5). For example, Year 6 pupils looking at a story about refugee children were able to talk about the lines in the text that showed how the children were feeling, even where inference was required, but few were able to explain the image of a flickering film that pointed to the children's detachment from their situation.
89. Standards of attainment in writing are generally below average in terms of the proportion attaining the expected level and those attaining the higher level. There is some good poetry writing, such as those about trees displayed in the entrance hall, but, in general, there are few opportunities for pupils to engage in extended pieces where they could put into practice the skills they learn within the literacy hour.

Attainment and progress of different groups

90. Pupils with special educational needs at both key stages make appropriate progress. The attainment of girls is higher than that of boys, but this is in line with the national trend. Pupils for whom English is an additional language make generally appropriate progress.

The quality of teaching

91. The quality of teaching is satisfactory overall at Key Stage 1, although there was some good teaching. Teaching is good overall at Key Stage 2, with some very good teaching at the beginning of the key stage. Only one lesson was unsatisfactory when pupils were set an undemanding task that did not extend their skills.
92. Where teaching is very good, there are high expectations and a range of strategies to promote thinking and understanding. For example, in a very good Year 3 lesson composing a poem in the style of Alan Ahlberg's "Please, Mrs Butler", the teacher provided a very good model of the poem by writing up the pupils' suggestions with gaps for the pupils to complete. Her clear explanations and very good questions developed pupils' understanding of the need for continuity of rhythm and rhyme. This was a high level of challenge to which the pupils responded well, with some very good poems being written.
93. Where teaching is good, it builds well on what pupils have already learned, and the structures of the lessons focus teaching precisely on these targets. For example, in a good Key Stage 1 English lesson, the teacher presented some writing he had prepared that was technically correct but dull as if he was very proud of it, and asked pupils what they thought. This elicited some very perceptive comments: "You have started too many sentences with the word 'we' ", "You say you were scared, but we don't feel it from the story". It also showed the caring nature of some pupils, because when the teacher pretended to be downcast at the adverse comments, one pupil tried to console him by saying, "But you read it very well!".
94. There was some good teaching of Year 6 pupils looking at a story about refugee children. The teaching was very well focused on the higher levels of attainment and the teacher's questions were directed towards these, encouraging children to refer to the text and to look for meanings beyond the literal.
95. The literacy hour has been generally effectively introduced, although not all lessons follow its structure clearly, either in terms of the word and text level work in the

- introductions, or the variety of group work required. The plenary sessions are usually evaluative, but do not always refer back to the learning objectives.
96. There is some opportunity for extended writing in other subjects such as history and geography but most work in other subjects is confined to short accounts that do not offer sufficient scope to develop skills.
97. There is some effective use of information technology at both key stages 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 accessing and use information from encyclopaedia programs.

MATHEMATICS

98. **Standards of attainment at the end of both key stages are in line with the national average, and the average of similar schools.**

Key Stage 1

99. The national tests for seven year olds in 2000 showed that the proportion of pupils attaining the expected Level 2 was average when compared with all schools and with those of a similar context. However the proportion attaining Level 3 was above average. This represents a substantial improvement when compared with the results of the former infant school in 1999 statutory tests.
100. Pupils make satisfactory progress through Key Stage 1. Most enter Year 1 with mathematical understanding of numbers, shapes and measures appropriate for children of that age. They build on their knowledge of counting and associated numerals and consolidate their understanding of the operations of adding and taking away both mentally and in pencil and paper work. For instance, Year 1 pupils are able to count on in tens and go shopping for two or three items. Through practical activities, they are beginning to recognise that in numbers greater than ten each digit has a different value. By the age of seven, most pupils show an appropriate understanding of the value of the digits in numbers up to 100 and can add and subtract two digit numbers using more than one strategy, which they are happy to explain. Higher attaining pupils work with numbers to 1000. Most pupils recognise odd and even numbers and the links between doubling and halving numbers. Pupils understand coin value and decide the operation to use when solving real life shopping problems up to one pound, with higher attaining pupils going beyond. They develop an appropriate knowledge of the basic properties of two and three-dimensional shapes. Tally charts and block graphs are used to record information. Pupils know about standard measures of length, weight and capacity but in conversation only the higher attaining pupils were confident about identifying which unit to use.

Key Stage 2

101. In national tests for 11 year old pupils in 2000 scores were average when compared with all schools and with similar schools. However the average point score was only marginally outside the range of scores judged to be above average. Overall the outcome represents a significant improvement on the 1999 results of the former junior school. The major change in the provision for mathematics since then has been the whole-school introduction of the National Numeracy Strategy suggesting that the improvement owes much to the teachers' use of the advice it gives.

102. Inspection evidence indicates that most of the pupils at this key stage make at least satisfactory progress and a significant minority make good progress in relation to their standard of attainment in statutory tests at the age of seven. Throughout the key stage, pupils continue to develop knowledge systematically of important number facts and strategies for carrying out number operations, both mentally and in written work. Year 3 pupils are able to use four short rules to solve problems involving money and length and investigate fractional numbers and grid references. In Year 4, pupils are able to work with numbers to two places of decimals and investigate where a shape will be after reflection. Year 5 pupils are introduced to percentages and work with negative numbers. Pupils in Year 6 work confidently with large numbers using decimal notation to two or three places. They are able to choose one or more of the four operations to be used to solve every day problems that deal with money and metric measures. All pupils readily explain their thinking orally but the presentation of explanations of written problem-solving activities is underdeveloped. Higher attaining pupils confidently use estimation to check if answers are likely to be correct. They solve simple problems involving ratio and proportion and investigate the probable outcome of events. Although pupils interrogate data presented in tables and graphs there is limited experience in using information technology in mathematics. Most pupils use appropriate terminology to describe the properties of two and three-dimensional shapes, and investigate angles and the construction of triangles.
103. Pupils with special educational needs make satisfactory progress overall because all teachers plan differentiated activities and pupils are sensitively supported by all the adults who work with them. However, individual education plans do not consistently set out the specific knowledge and skills to be achieved in small measurable steps.
104. The quality of teaching across the school is never less than satisfactory and at Key Stage 2 it is good overall. This makes a major contribution to the attainment of all pupils and to the progress made over time. Teachers use the guidance of the National Numeracy Strategy well so that pupils systematically learn skills and knowledge and develop understanding. Where teaching is most successful, clear learning intentions are identified. These build directly on what pupils already know and are shared with them so that activities are seen to be purposeful. Teachers have a good knowledge of the subject and understand how pupils learn. Their personal enthusiasm is infectious so that pupils' interest is caught. Appropriately challenging tasks are planned to sustain the interest of all ability groups. This was well illustrated in two lessons where the activities increasingly challenged both average and higher attaining pupils. In one, pupils were investigating reflective symmetry and in the other pupils were faced with using multiple operations to solve problems involving catering costs. Weaknesses occur where teachers' explanations become protracted, the pace of the lesson drops and pupils become quietly distracted. Where activities inappropriately challenge pupils who have not yet established a mathematical idea, such as multiplication, and are not expected to use practical equipment, they become confused and lose confidence. Often marking does not inform the pupil how to improve further. All teachers use questioning well to encourage pupils to contribute their ideas and to probe or extend their learning. The consistent opportunities given to pupils to exchange ideas and explain their thinking contributes significantly to the development of speaking and listening skills.
105. The subject is managed effectively. The national initiative has been successfully introduced and funding used wisely to provide resources. Useful work on evaluating the provision is ongoing and the information gained is already providing the school with areas for improvement such as use of information technology and the

development of individual pupil targets. The school is well placed to improve standards of attainment further.

SCIENCE

106. **Standards are in line with the national average at the end of both key stages.**
107. There is no national test for seven year olds in science, but the teachers' own assessments in 2000 indicated that most pupils attained the national average. However the proportion of pupils attaining the higher level (Level 3) was well below that in most primary schools. Standards were broadly in line with those of similar schools in terms of pupils attaining the expected level (Level 2) but were well below similar schools in terms of pupils attaining the higher level (Level 3).
108. By the age of seven, most pupils have learned to describe the feel of materials including wood, plastic and glass. They know how to classify these into groups and can describe their surfaces as rough, smooth and transparent. Most use language confidently to describe scientific ideas such as pushing and pulling and they link these terms to how wheeled toys can be moved. A pupil, with a Statement of Special Educational Need and limited writing skills, recorded ideas of pushing and pulling and magnetism through pictures drawn after the experiment was completed. Pupils have learned to carry out a fair test to record what happens when ice melts. Higher attaining pupils know that placing ice in a warmer part of the classroom will speed up the melting process. Most pupils can discriminate between healthy and unhealthy food and they have linked this to the benefit of taking regular exercise. Their written work shows that they have been taught the names of parts of the human body and they have linked this to the process of growth.
109. The school's scores in national tests for 11 year olds in 2000 were in line with the national average, and the average of similar schools. The proportion of pupils attaining the higher level (Level 5) was exactly in line with the national average.
110. Inspection evidence suggests that pupils are likely to maintain these standards this year. The current Year 6 pupils have benefited from good teaching at Key Stage 2 and most have made good progress from their below average attainment on entry to their previous school.
111. By the age of 11, most pupils have a secure understanding of physical processes such as flight. Having handled a real parachute in the school hall and met and listened intently to a free fall specialist, most pupils acquired a good understanding of how speed and movement in the air can be controlled. They applied these ideas in successful follow-up lessons in Year 4. Pupils used skills gained in design and technology to modify their model parachutes so that they would descend more steadily. Lower attaining pupils benefited from individual support and guidance to help with cutting and fastening. Higher attaining pupils could discuss confidently how the surface area might be modified to make their parachutes more efficient and the effect on flight when support lines were adjusted. Most pupils, by the end of the key stage, use scientific terminology confidently. Year 6 pupils spoke well in scientific terms using vocabulary such as 'orbit', 'axis' and 'eclipse' when researching space and the planets. In work on electricity, most pupils can construct a simple circuit and draw corresponding diagrams accurately. Standards of presentation are variable but noticeably better when the teacher insists on care and attention to detail. A pupil with a Statement of Special Educational Need, with below average attainment, could

complete a very simple classification of whether materials were hard or soft and with assistance had written a simple sentence about work on electricity.

112. Taking account of prior attainment, most pupils make satisfactory gains in learning at Key Stage 1 and good gains in learning at Key Stage 2. Key Stage 1 pupils satisfactorily progress from making simple lists with illustrations to more formal classifications of living things, materials and their properties. They gain a sound understanding of how to carry out a simple experiment and they gradually realise that it is important to create the conditions for a fair test. Progress improves at Key Stage 2 with more rapid gains in scientific skills and knowledge. Most pupils are keen to do well and they work hard to match the scientific challenges they are set. For example, Year 5 pupils studied how flour, sugar, salt and bicarbonate of soda dissolved. They confidently described how a solution was produced using the scientific terms they had learned and they related the concept of saturation to clothing materials suitable for a very wet day. By the end of the key stage, pupils are working as young scientists, setting up experiments confidently, recording, discussing and comparing their results.
113. The quality of teaching at Key Stage 1 is satisfactory overall. Teaching is mostly good at Key Stage 2. None of the science teaching was judged to be unsatisfactory. Teachers at Key Stage 1 have a satisfactory knowledge of the science they are teaching and this is passed on through sound teaching for their pupils. They produce clear plans for lessons that include objectives, activities and resources. Some teachers are more successful at identifying how work will be set to meet the varying needs of pupils of different levels of attainment. Key Stage 1 lessons are conducted at a satisfactory pace supported through the appropriate use of resources. Sometimes helpful links are made with the National Literacy and Numeracy Strategies. For example in a Year 1 lesson worksheets for recording science facts were based on regular mathematical shapes. The teacher took the opportunity to remind pupils of their previous learning about shape. This had the effect of achieving a positive response from the pupils who enthusiastically chanted the names of the shapes they recognised, such as square, triangle and rectangle.
114. Almost all aspects of teaching are good at Key Stage 2. Lessons get off to a brisk start with teachers determined to inject pace and challenge into science activities. In a successful Year 6 lesson, the teacher set a time target of 30 minutes for each pupil to research scientific information on a planet they had chosen to study. Book resources were carefully distributed so that lower attaining pupils could access simplified scientific text while those of higher attainment were expected to use encyclopaedias. This had the effect of ensuring pupils of all levels of attainment could work at a level appropriate to their needs and have a sense of achievement in the results they produced. Subject knowledge is much better at this key stage. A class of Year 5 pupils benefited from the very clear teaching of dissolving substances. Through a well organised experiment with carefully recorded results, the teacher and pupils reached agreement on a definition of a solution. The marking of work is, however, unsatisfactory at both key stages. Although acknowledgement that the teacher has seen the work is made, usually by a tick or brief note of praise, there is no evidence of marking being used to guide the pupils to what they should do next to further improve their science work.
115. Science is identified as a subject priority on the school development plan for 2001 to 2002. A good start has been made in achieving the aim of raising the profile of this subject this year. Subject leadership is overall satisfactory. The co-ordinator has a

satisfactory overview of the content being taught throughout the school and has collated a range of work from each key stage as evidence of standards and pupils' progress. Priority is being given to securing a clear understanding of pupils' prior attainment so that gains in scientific skills can be more accurately measured.

ART AND DESIGN

116. At the end of both key stages, standards of attainment are generally in line with those usually found.
117. By the end of Key Stage 1, pupils are able to make observational drawings to an appropriate standards, such as those of old and new bears in a history topic. They are able to use their skills of colour mixing, and collage to create portrait pictures, and use a computer program to create pictures in the style of Mondrian. By the end of Key Stage 2, some good use is made of sketchbooks to draw and refine images. This is most effective when pupils' work is marked by teachers, and comments about how the image may be improved are noted. Pupils use their imagination well when creating pictures. They use water colours and pastels particularly well to create different moods and a sense of movement. Pupils' experience of working in three dimensions, and on large collaborative pieces of work, is limited.
118. It was not possible to see sufficient teaching at Key Stage 1 for any overall judgement to be made. At Key Stage 2, the overall quality of teaching is good. Teachers have clear objectives, and lessons build well on previous work. Good links are made to other areas of the curriculum; for example, pupils made designs for mosaic tiles to support their study of Roman life. Resources are used effectively to stimulate pupils' thinking and support their creativity. Teachers ensure that pupils experience all aspects of the art curriculum. Drawing and painting skills are promoted well.
119. The co-ordinator has only recently been appointed and already has a clear vision for the future development of the subject. Although generally adequate resources are available in each classroom, few resources are centrally held and this does not allow them to be deployed most effectively.

DESIGN AND TECHNOLOGY

120. At the end of both key stages, standards of attainment are in line with those usually found.
121. At Key Stage 1, pupils learn the basic skills of cutting and joining using a variety of materials and techniques. Year 1 pupils are already make simple sliding and lever mechanisms. As part of the topic of toys, they have made sliders of a lion chasing an antelope, or fox chasing a rabbit, into the bushes. They are able to use split pins when making see-saw mechanisms, and many are able to discuss of how they will find out the pivotal point for balancing. Design skills are developed well in Year 2 as pupils draw their design of a vehicle, and list the materials they will require to make it. Some can also evaluate the product to suggest changes next time - "stick the axles on different".
122. In Key Stage 2, pupils continue to make satisfactory progress in developing their knowledge and skills of the design process. Year 3 pupils drew labelled sketches of a design for a sandal, and suggested the materials they would use for different parts. Year 4 pupils engaged in designing and making kites. They were able to talk about their designs and ideas, and had a strong understanding of the processes of

designing, assembling and making, and of the need for evaluation and review. Pupils also show a sound understanding of the links with other subjects, including science, art and history. The visit of a Year 4 group to St Fagan's Welsh Folk Museum led on to very attractive designs and models of houses and buildings. Although the pupils make working models such as small wheeled vehicles using a variety of materials, they do not have enough experience using more technical construction equipment or of controlling models using information technology.

123. It was only possible to see one lesson at Key Stage 1 and therefore an overall judgement upon teaching is not possible for that stage. In lessons observed at Key Stage 2 the quality of teaching was good. The teaching is characterised by good subject knowledge, an enthusiastic approach from teachers and classroom assistants, and good organisation of varied resources, with due attention for aspects of health and safety. This was complemented by the wholehearted response from pupils, who also worked well with each other when sharing equipment or their ideas.
124. There is effective curriculum leadership in design and technology. The subject is well resourced, and good use is made of the resources which include a cooking area near to the Key Stage 2 rooms, as well as a more isolated cooking area at the end of the Key Stage 1 'block'.

GEOGRAPHY

125. No lessons were observed in geography in Key Stage 1 during the inspection. However, from looking at pupils' work and teachers' plans, and from observing lessons at Key Stage 2, it is evident that standards of attainment at both key stages are generally in line with those usually found.
126. At Key Stage 1, Year 1 pupils develop their knowledge of the wider world appropriately as they follow the travels of Barnaby Bear. Work on 'Around our School', and a visit to Blaise Castle, effectively extends their experience and ideas of place. In Year 2, pupils build up mapping skills by drawing their routes to school. They increase their geographical vocabulary appropriately as they locate features of the landscape.
127. At Key Stage 2, Year 6 pupils have satisfactory knowledge of places and of environments. They also have built on their map reading skills, and most are now able to identify landscape features shown on an Ordnance Survey 1:50,000 map of the Tenby area of South Wales. They can identify features such as churches (with towers, or with steeples), golf courses, and camp sites. Most show a good understanding of four-figure grid references. This work is in part preparation for the residential visit to Pendine.
128. As no lessons were observed at Key Stage 1, it is not possible to comment upon teaching quality at that stage. In Key Stage 2 lessons, the quality of teaching was satisfactory overall, although some lessons were good. Lessons are well planned, and effective use is often made of investigations and activities using varied resources. A good response was seen with Year 5 pupils as they investigated similarities and differences between Weston-Super-Mare and Bradley Stoke. Photographs, weather data, maps, and brochures were among the resources provided to deepen their knowledge of settlements and of economic activities.
129. The school is developing the geography curriculum well, using some units from the Qualification and Curriculum Authority, as well as some school based units. There is

a valuable European dimension. The school has a link with a school in France, and there are plans to develop links with schools in Germany and Poland. Pupils' learning benefits greatly from the various school visits, and in particular the Year 6 residential visit to Pendine in the summer term. The school plans to continue the ongoing development of the scheme of work. This will also provide for a stronger focus upon a locality study in the developing world. Increased opportunities for pupils to engage in field work enquiries, including the use of school grounds, will also enrich pupils' learning.

HISTORY

130. Standards of attainment are in line with those normally found at the end of both key stages.
131. Pupils at Key Stage 1 develop a growing knowledge and understanding of people and events in the past, and of change over time. Year 1 pupils, as part of the topic of 'Toys', think about the different 'ages' of four bears - Rupert Bear, Paddington Bear, SuperTed, and Barnaby Bear - as they develop sequencing skills and an understanding of ideas of new and old. Year 2 pupils deepen their knowledge of change over time in work on Florence Nightingale. Many pupils can recall factual knowledge about her, and her time in Scutari, and can suggest 'differences made' to hospitals, such as making them 'clean, tidy and warm', and 'using bandages'.
132. Pupils at Key Stage 2 develop their skills of historical enquiry appropriately as they work with sources such as photographs, artefacts, models, and copies of old census returns. Year 4 pupils, working enthusiastically in pairs or threes with Roman artefacts, were able to research the well organised books and sources to produce labels for their particular objects, as they develop a class museum in the corridor. These skills of selecting and combining information from different sources are extended well in Year 6 in work on the Victorians. Year 6 pupils are similarly engrossed in their investigations of the 1891 Census returns for half a dozen households in Ashton Court Lodge, as they build up a picture of life for 'ordinary people' in the late Victorian times.
133. The quality of teaching overall is satisfactory at Key Stage 1, and good at Key Stage 2. There are sound plans for lessons, and good management of resources. Where lessons are good or better, teachers often involve pupils in investigational work using sources, maintain a good pace, and ensure pupils are also clear about the objectives for the lesson. The practice of pupils working together in pairs or small groups, as in Year 4 (Romans) and Year 6 (Victorians), and the encouragement of Year 2 pupils to share their ideas with a partner, also increases the confidence and involvement of pupils, and thus boosts their learning.
134. The history curriculum is supported by effective subject leadership, and strong cross-curricular links are made which enrich the learning. The curriculum is developing as the school draws upon some of the national programme of units devised by the Qualifications and Curriculum Authority. The school plans not only to evaluate the topics taught, but also to build on the pattern of the regular assessment of pupils' progress which is being brought in. Many staff carry out joint planning, but there are instances where it would be helpful to extend this practice, and facilitate the sharing of ideas. Pupils' learning is also greatly enriched by visits, such as to Chepstow Castle, Bath and to Berkeley Castle.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. At the end of both key stages, standards of attainment are in line with those usually found. Pupils make satisfactory progress through Key Stage 1, and the present group of Year 6 pupils have made good progress to reach average standards from their below average attainment on entry.
136. By the age of seven, most pupils can programme the electronic turtle to move in a set direction. They know how to cancel commands and how to ensure the turtle turns in the direction they intend it to. Pupils confidently use audio tapes through a listening centre to practise their listening skills and they know how to advance and return the tape to the sequence they require. Most pupils can type sentences into a computer, using simple punctuation including capital letters, full stops and spaces. Pupils have learned how to change the size of letters and numbers by adjusting the size box command. Higher attaining pupils achieve these elementary tasks quickly and make better use of the drop down menus to improve their work.
137. By the age of 11, most pupils can log on independently, load a CD-ROM and search using on-screen clues. They confidently access web pages from keywords and they can print their results if required. Although pupils with special educational needs need considerable help with these tasks, they persevere and make satisfactory, and at times good, progress in relation to their prior attainment. Pupils have been taught how to access data, although few yet understand the term 'field'. When accessing the Internet for research purposes, most pupils confidently scroll down text, skip forwards and backwards between web pages and use links to other sites.
138. Pupils make satisfactory gains in learning at both key stages. Good learning often takes place at Key Stage 2. Pupils steadily make progress in the way they control the mouse, use an increasing range of keyboard commands and learn to print and save their work. Many older pupils demonstrate considerable effort in the way they search for information to support their topic work across other subjects. In a Year 6 ICT session, pupils were eager to work in pairs to retrieve a range of factual information to report to others in their science work on space and the planets. Pupils could quickly scan web pages to decide whether information was relevant to their needs.
139. The quality of teaching is satisfactory overall at Key Stage 1 and good at Key Stage 2. Teachers have made good use of the newly opened ICT suite and are promoting the acquisition of ICT skills so that pupils can become more independent in their learning. In the best lessons, such as in Years 5 and 6, teachers provided effective support as pupils worked on data interpretation or research skills. Careful attention to the teaching of skills has resulted in pupils to maximise their use of time when they work independently at a computer. Year 6 pupils benefited from a very clear instruction to access information for their science planning book and this helped to ensure that the lesson objective was achieved.
140. Pupils enjoy the opportunity to work in the ICT suite and they show very positive attitudes to their learning. Most pupils concentrate well, they work at a good pace and they enthusiastically find out the information they require. Pupils enjoy programming the turtle to try to get it to follow a route on the classroom floor. They are keen to demonstrate their results to others and are genuinely interested in each other's achievements.
141. The subject is managed effectively and the co-ordinator recognises that assessment procedures are necessary and is at present using guidance sheets from the local

education authority to help assess pupils' ICT skills. He is producing a personal audit for each member of staff so that training can be finely tuned to their individual needs.

MUSIC

142. **Standards of attainment at the end of both key stages are broadly in line with those usually found.**
143. Pupils enter Year 1 with an appropriate experience of singing rhymes and songs and playing non-tuned instruments. In Year 1 pupils demonstrate great enthusiasm when singing and learn new songs relatively quickly. Without an instrumental accompaniment they can sustain pitch and rhythm well throughout a familiar song. They are aware of changes from loud to soft sounds, but a small minority is less secure in deciding between long and short sounds. Year 2 pupils use non-tuned instruments to create musical effects to enhance their dance-drama work. They contribute ideas to prepare a graphic score from which they can rehearse and refine their performance ready for recording.
144. Pupils in Year 3 are able to use percussion instruments appropriately to develop sequences of sounds and combine them to express moods and movement related to a theme such as water. They can contribute ideas to establish a basic structure then demonstrate possible musical patterns refining their performance in the light of advice from other group members. They understand the role of conductor and undertake the role responsibly. Pupils in Year 6 listen to music such as Mussorgsky's Pictures from an Exhibition and make appropriate personal responses. They explain their thinking as to how the composer has created effects through dynamics, tempo or duration. However very few pupils use subject-specific vocabulary. In a Key Stage 2 hymn practice most pupils enjoyed singing and did so tunefully with clear articulation and phrasing. However a significant minority of pupils in Year 6 were quietly distracted during the session.
145. Teaching at both key stages is satisfactory overall, with one lesson in Key Stage 1 judged to be good. In the most successful teaching, clear subject-specific learning objectives are identified. All pupils are given opportunities to contribute to music making and their contributions are valued. Questions are used well to clarify understanding. Pupils are given the opportunity to practise and improve performance. Weaknesses occur when teachers' own knowledge of the subject is insecure and opportunities to improve pupils' knowledge or techniques are overlooked. The consistent opportunities pupils have to talk about their ideas supports the development of literacy skills and their experience of music from other times and places contributes to their cultural development.
146. Overall, the management of the subject is satisfactory, with appropriate schemes of work and in-service training opportunities. However, the organisation for singing at Key Stage 2 is inappropriate for such a large age range and there is insufficient structure to ensure the systematic development of techniques and range of experience over the four years. The provision of instrumental lessons is good and enhances the attainment of those pupils involved. The provision of extra-curricular musical activities such as recorder clubs, participation in local musical events and school concerts enriches the experience of all pupils.

PHYSICAL EDUCATION

147. **At the end of both key stages, standards of attainment are in line with those usually found.**
148. By the age of seven, most pupils can move around a space using a satisfactory degree of control in their body movements. Some are making satisfactory progress in controlling small games equipment such as bouncing a ball in a restricted area. Pupils have learned how to perform a selection of turns that will lead to a sequence such as spinning, rocking and clockwork movements.
149. By the age of 11, most pupils show much greater expertise in how they control their movements. They skilfully change speed from gentle jogging to fast running, darting between each other with accurate changes in direction. Pupils have acquired the ability to perform confidently in front of each other. In a Year 6 lesson, pupils showed that they had gained sufficient experience and control to balance skilfully. In dance pupils can work in small teams to produce and practise a sequence of movements capturing the mood of the music they have heard. Pupils in Year 6 worked effectively together to compile a sequence of movements, linked to their science topic, to mirror a rocket take off and a journey into space. Pupils have the opportunity to attend swimming lessons during Key Stage 2. Most achieve the 25 metre distance award during the swimming period.
150. In the small number of lessons observed, the quality of teaching was unsatisfactory at Key Stage 1. The lessons lacked pace and did not sufficiently develop the pupils' skills. For example, a Year 1 lesson commenced unsatisfactorily because pupils spent too long changing. When the lesson eventually started some pupils misbehaved. This was not challenged and progress was hindered. Although the teacher gave clear instructions, there was no attempt to identify good practice or to build on progress.
151. Teaching is satisfactory overall at Key Stage 2 and sometimes good. In a good upper Key Stage 2 lesson, the teacher introduced a number of effective strategies, which together, made a significant contribution to raising standards and ensuring progress. There was good preparation, and the teacher had prepared an overhead transparency showing precisely the standard of body control that was expected. The teacher was very secure in knowledge of primary phase gymnastics, used the overhead projector frame well to explain how the body positions could be achieved. She used her professional judgement well to assess what the pupils understood and had learned. Demonstration by pupils gave the teacher the opportunity to praise good movement and this in turn encouraged other pupils to try harder in developing their own expertise.
152. Older pupils are often enthusiastic in lessons especially when they are expected to perform more advanced movements. Pupils clearly enjoyed dance activities in Years 3 and 5 and those in Year 6 worked very effectively together when developing gymnastic movements. Pupils are encouraged to become more involved in sport through the extra-curricular activities that include netball, badminton and football.

RELIGIOUS EDUCATION

153. **Attainment at the end of both key stages is broadly in line with the expectations of the locally agreed syllabus for religious education.**

154. Pupils enter Year 1 with an appropriate awareness of what it means to belong to a group other than their family. They know that groups have expectations about how the members will behave towards one another and that they celebrate special events in particular ways. In Year 1, pupils consider people and things special to them. Through the birth stories about Jesus they begin to recognise him as being 'special'. They are made aware of some of the major religious festivals as they occur and are introduced to Bible stories. By the end of the key stage, pupils know a range of stories related to the main events of Jesus' life. From these they recognise that Christians believe that Jesus is the Son of God and that the stories He told illustrate how God wants His followers to live. Pupils are introduced to the major characters, customs and beliefs of Islam and begin to understand that symbolic actions and artefacts are important to believers.
155. Year 3 pupils demonstrate a good understanding of Christians' belief that Jesus was a worker of miracles, a leader and a friend. They are able to also articulate their understanding of how His enemies saw Him. They are introduced to the beliefs of Hinduism. In Year 4, pupils are aware of the importance of Moses in the development of Judaism and the impact and influence of the Ten Commandments. Pupils in Year 5 understand that major faiths have books that are considered holy and provide guidance for believers. By the end of the key stage most pupils know how the Bible has been developed and organised. They have an appropriate understanding of the basic beliefs and practices of Christianity, Judaism, and Hinduism and recognise some of the similarities and differences.
156. The development of speaking and listening skills is well supported in this subject but often the opportunities for older pupils to engage in independent investigation and recording are overlooked. The work in this subject makes a major contribution to the spiritual and cultural development of all pupils.
157. Overall the quality of teaching is satisfactory with one third of the lessons judged to be good and one lesson judged to be poor. The best teaching is characterised by the identification of learning intentions that are linked to the agreed syllabus and made known to the pupils so that they have a clear focus for their activity. Pupils' interest is engaged quickly by introductions such as, "Today we are going to be detectives...". Teachers use questions well to encourage pupils to share their ideas so that they learn from each other and have their attainment confirmed. Activities are purposeful. Weaknesses occur where the activities are inappropriate and strategies for behaviour management are insufficiently effective.
158. The management of the subject is satisfactory. A useful scheme of work has been developed and introduced this academic year and the co-ordinator has already developed strategies to monitor through work samples and direct discussion with pupils. However there are no procedures for the monitoring of classroom practice and this limits the information on which he can evaluate the quality of provision and assess needs.