

INSPECTION REPORT

**CHRIST CHURCH HANHAM CE PRIMARY
SCHOOL**

Hanham, Bristol

LEA area: South Gloucestershire

Unique reference number: 109163

Headteacher: Mrs Jennifer Handford

Reporting inspector: Mrs B Magson
18143

Dates of inspection: 14 – 17 October 2002

Inspection number: 246883

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Memorial Road Hanham Bristol South Gloucestershire
Postcode:	BS15 3LA
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jacqueline Croucher
Date of previous inspection:	2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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18143	Bernice Magson	Registered inspector	Science Art English as an additional language	What sort of school is it? School results and their achievements How well are the pupils taught? What the school should do to improve further
1311	Barry Wood	Lay inspector		Pupils' attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
8839	Mike Egerton	Team inspector	The Foundation Stage Design and technology History Religious education	Leadership and management
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21372	Ken Hobday	Team inspector	English Information and communication technology Physical education Equal opportunities	Curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church Hanham CE Primary School is situated in Hanham, an urban area of South Gloucestershire adjacent to the city of Bristol. It is similar in size to most primary schools and has 248 pupils on roll, including 21 children in the reception class. Pupil numbers have fallen since the last inspection. Significant numbers of pupils join and leave the school at times other than in the reception year. Attainment on entry is average. Most pupils come from white British backgrounds, and all have English as their first language. The number of pupils entitled to free school meals is in line with national averages. Ten per cent of pupils are on the special needs register, a below average figure, mainly with language and behavioural needs. One pupil has a statement of special need. Over the last two years there have been several changes among teachers and members of the governing body. This term the deputy headteacher has taken the role of acting headteacher prior to the arrival of a new headteacher in January 2003.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education for its pupils. By the time pupils are in Year 6 standards are average. There is some underachievement in writing by the pupils in Years 1 and 2. Teaching is satisfactory overall with some good features, especially the reception class and Years 3 to 6. The leadership and management of the headteacher and senior management team are satisfactory, effectively maintaining standards during changes in key personnel. Currently the contribution of the governing body to leadership and management is unsatisfactory, as most governors are new and learning their role. The school gives satisfactory value for money.

What the school does well

- Standards in English, mathematics and information and communication technology are improving overall
- Provides pupils with targets to promote their learning
- Provides a warm and friendly environment in which pupils can learn and develop good relationships.
- Encourages strong personal development of all pupils
- Promotes good attendance

What could be improved

- Use of assessment to give an accurate picture of present standards and provide a measure of pupil progress over time
- Improve the quality of teaching and learning, particularly for higher attaining pupils
- Ensure all pupils receive a balanced curriculum by using time more efficiently
- The quality and range of writing across the school

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory rate of improvement since the school was last inspected in 1998. Pupils are achieving better standards in information and communication technology and design and technology by Year 6. Standards have been maintained in all other subjects. Improvements have been made in the provision for children in the reception class and standards have been maintained. Attendance is now good. The quality of teaching has remained good in the reception class, but has declined in Years 1 to 6 although still maintaining satisfactory standards. Pupils' behaviour is satisfactory, which is lower than reported previously. Most of the key issues have been addressed, although some still remain, partly due to staff changes. The needs of higher attaining pupils have been partially addressed. There has

been some improvement in the monitoring of teaching by key co-ordinators, but this is not consistently at satisfactory levels. Although assessment procedures are satisfactory, the use of assessment data is restricted in planning and tracking pupil progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	B	B
Mathematics	E	D	C	C
Science	E	D	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Though the trend of improvement in overall performance is in line with the national trend, standards dipped in 1999, but have shown continuous improvement in the last two reporting years. The 2002 unvalidated test results indicate that overall standards have improved again in all three areas reported and especially in mathematics, where more pupils achieved the higher levels than in the previous year. However, in 2002 fewer pupils achieved the higher levels in all three subjects compared to other schools locally. This is because more than a quarter of pupils had special educational needs in this cohort, including some who joined the school after the reception year. Standards in all other subjects are in line with the expected levels. The inspection shows standards are improving overall in English, mathematics, science and information and communication technology, although fewer pupils are achieving the higher levels than nationally.

Pupils in Year 2 in 2001 attained average standards in reading, below average in writing and well below average in mathematics. Standards were average in science. When compared to similar schools, pupils were below average in reading and well below average in writing and mathematics. The provisional test results in 2002 show that most pupils are achieving nationally expected levels. There is a significant increase in the numbers of pupils achieving the higher Level 3 in mathematics. However, there were fewer pupils achieving the higher levels in reading and none in writing. Girls performed better than boys in all three tests. Inspectors judge standards to be in line with expected levels in reading and mathematics currently, but below national expectations in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and show an interest in all activities.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in classrooms and around the school.
Personal development and relationships	Good. Pupils and teachers get on well together. Pupils take on responsibilities willingly.
Attendance	Good. The attendance rate is above the national average.

Positive relationships between pupils and teachers encourage pupils to work hard to improve their learning.

TEACHING AND LEARNING

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

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.

Teaching is satisfactory overall and it is good in the reception class. A strong focus on developing literacy and numeracy skills enables reception children to make a good start in their education. During the inspection, in almost half of the lessons seen in Years 1 to 6 the teaching was judged to be good or better. In lessons with better teaching pupils share the teacher's enthusiasm for learning. Generally teachers plan lessons well, have clear aims and manage their pupils effectively. At the end of better lessons pupils are encouraged to review their learning. A few teachers evaluate lessons for strengths and weaknesses and adapt lessons effectively. There is satisfactory teaching of literacy and numeracy in Years 3 to 6 and teachers provide good opportunities for pupils to apply these skills in other lessons. Pupils with special educational needs are satisfactorily taught and given specific help, which enables them to make satisfactory progress.

A scrutiny of work and other evidence, including teachers' planning and discussions with pupils, indicates that pupils make satisfactory progress overall because teaching is satisfactory. However, some teachers have low expectations of pupils' achievement, lessons have a slow pace, and tasks lack sufficient challenge, especially for the higher attaining pupils. Often pupils are capable of learning more than they do at present. In only one lesson was teaching judged to be unsatisfactory. This was because the teacher had insufficient subject knowledge and tasks were not matched to pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and meets statutory requirements in full. There is a weakness in the use of time, which affects the balance of some lessons.
Provision for pupils with special educational needs	Satisfactory. Teachers and classroom assistants ensure pupils' individual learning needs are met. There is insufficient involvement in individual education plans by parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and with good provision for social and moral development of pupils. Insufficient emphasis is placed on preparing pupils for a multicultural society.
How well the school cares for its pupils	Good. Welfare and safety receive good consideration in school. Insufficient use is made of assessment information to measure the academic standards and progress of pupils.

The school has a satisfactory partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The acting headteacher and her deputy have worked effectively to support the school in this interim period. They have identified appropriate tasks to undertake prior to the appointment of the new headteacher next term.
How well the governors fulfil their responsibilities	Unsatisfactory. Following recent changes the governing body is still learning its roles and responsibilities.
The school's evaluation of its performance	Satisfactory. The procedures for monitoring the curriculum and teaching and learning are improving but are not sufficiently rigorous to raise standards to expected levels for higher attaining pupils.
The strategic use of resources	Satisfactory. Appropriate priorities are identified and supported through short term financial planning. Good use is made of resources.

During the transition between headteachers the management of the school remains strong, but in leadership there has been a limitation in the long-term direction of the school. Through the development of an information and communication technology suite and provision of a new reception classroom pupils have better access to appropriate learning resources. Overall staffing, accommodation and resources are adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school • Teaching is good • Standards in information and communication technology are improving • Pupils are expected to work hard and become mature and responsible • Good induction procedures are in place for new pupils • Parents feel comfortable about approaching the school 	<ul style="list-style-type: none"> • Arrangements for homework • Information about children's progress • A wider range of extra curricular activities • Standards in English, mathematics and science • Provision for pupils with special educational needs

Inspectors endorse most of parents' positive views about the school, though they do not think that teaching is consistently as good as it should be. The inspectors agree that teacher expectations of pupils' achievements have been too low. The school has recognized the need to improve its provision for pupils with special educational needs, although this is satisfactory at present. Inspectors judge information to parents about children's progress, homework and the range of extra curricular activities to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 At the time of the last inspection standards at eleven were considered to be average in English and science, but below average in mathematics. Between 1998 and 2000 standards in the national tests for Year 6 have varied each year in comparison with other schools nationally and, apart from in English, have been consistently below national averages. However, in the last reporting year of 2001 standards have improved in all areas tested. They are above average in English and in line with national averages in mathematics and science. Numbers of pupils achieving the higher Level 5 were well below the national average in mathematics. The achievement of boys was greater than girls most significantly in mathematics and science. Provisional test results for 2002, together with evidence from the inspection, indicates that standards have been maintained and are average in English, mathematics and science. Four out of five pupils achieved at least the expected levels for their age. Boys and girls achieved comparable results in English. However, the proportion achieving the higher Level 5 in English is below other schools locally. These fluctuations in standards are the result partially of mobility among pupils and also because of changes in staffing.
- 2 Results of the National Curriculum tests for Year 2 in 2001 showed that the proportion of pupils achieving the expected levels were in line with expectations in reading, below average in writing, and well below average in mathematics. According to teacher assessment, standards in 2001 were in line with the national average in science. When compared to test results in similar schools, pupils' standards were below others in reading and well below in writing and mathematics. The performance of girls at seven was similar to that of boys in reading but significantly below in writing and mathematics. Well below average standards in writing and mathematics were because insufficient attention is given to the provision of challenging work, based on prior assessment information. The provisional test results for 2002 show that standards at seven have improved in mathematics and over time are improving in reading, writing and science. Work seen in the current Year 2 is average in reading, mathematics and science but below expected levels in writing. The effective implementation of the literacy and numeracy strategies has lifted standards in reading and mathematics. The school is now introducing measures to raise achievement in writing.
- 3 Standards are in line with expected levels in the reception class. Good foundations are laid for children's development in literacy, numeracy and scientific enquiry and they make good progress. Pupils develop good skills of speaking and listening, counting and exploring the world around them. Although the children had only been in school for two weeks at the time of the inspection, weaknesses lie in pupils' skills of independence. They rely on the class teacher to direct them, rather than explore and investigate independently. By Year 1 most children achieve the early learning goals appropriate for their age and are ready to start the National Curriculum at the start of Year 1.
- 4 Throughout the school pupils achieve satisfactory standards in speaking and listening, with speaking better than listening in most groups. To encourage speaking and listening in Years 1 and 2, a good strategy called "Talking Partners" provides pupils with opportunities to discuss ideas together prior to whole class discussions. Circle time activities also make a positive impact on improving speaking and listening skills. Pupils enjoy reading. The daily reading sessions increase opportunities for pupils to read and the teaching of sounds to younger pupils ensures they have access to reading material from an early age. However, because in the junior classes more advanced reading skills are not encouraged regularly in lessons, progress is inconsistent. Books are not highlighted in classrooms and few pupils have an enthusiasm for reading. Although there is a library, its use is not timetabled and pupils do not have library skills appropriate for their age. A scrutiny of pupils' work shows that standards in writing are below expected levels in most classes and only the higher attaining pupils in Year 5 and 6 achieve standards in writing in line with expected levels. Presentation of work is unsatisfactory. Handwriting is inconsistent in size and

shape, spellings often inaccurate and there is a general lack of personal organisation of ideas by pupils. Limitations in written work are restricting progress in many subjects.

- 5 Achievement over time in English is satisfactory, although without continuous improvement year on year. It is better in the junior classes, where teachers have established good relationships with pupils, including those who come into their class for literacy. The introduction of learning targets in English is raising standards, but not yet for all pupils.
- 6 Standards in mathematics are in line with national averages and similar schools for pupils in Year 6. In Year 2 standards have shown improvement in mathematics. Pupils have opportunities to use mathematics in many lessons, which is helping to raise standards. In some good work in Year 5, for example, an identified weakness in use of graphs was reinforced in a science lesson in a Year 5 class. Pupils were asked to read temperature levels from thermometers, calculate differences between the highest and lowest and then record their findings on a line graph. Good use is made of the Internet. It provides lessons with additional relevant information and interests pupils. The setting arrangement for mathematics ensures that for most pupils tasks are appropriate to pupils' needs. However, the higher attaining pupils are not always presented with consistently challenging tasks, which take their learning further. Recently the school has identified pupils who are gifted and talented in mathematics and is providing suitably challenging work to ensure maximum progress for each pupil.
- 7 Standards in science are average in Year 6 and in Year 2, and pupils in all classes make satisfactory progress. Over time standards for eleven year olds have shown good improvement. This is because pupils enjoy science. They are fascinated by investigation and enjoy the challenge of proving or disproving a theory. Achievement is satisfactory overall but improves more rapidly in Years 3 to 6. By Year 6 they are able to give answers to hypotheses and explain the reasons for their conclusions, using appropriate technical vocabulary as they do so. Younger pupils in Years 1 and 2 often report their findings orally or report their findings in pictorial form, and progress is slower.
- 8 Standards are now average in information and communication technology in Years 2 and 6, and progress is satisfactory throughout the school. This represents good improvement since the last inspection. Most of this good improvement is attributable to the implementation of the computer suite and more opportunities being provided for pupils to work on machines. Teachers have also improved their specialist skills considerably and teach with confidence. This enthusiasm is infectious and pupils are keen to learn. The lunchtime computer club is well supported, especially by pupils without a computer at home. All pupils are eager to increase their computer skills. By the end of Year 6 pupils are able to use spreadsheets, research for information on the Internet and write a report in various fonts and texts.
- 9 Standards are in line with the locally agreed syllabus for pupils in religious education, in both Years 2 and 6. Pupils enjoy their work and are making satisfactory progress in learning about Christianity, Hinduism and the Islamic faith. They are also achieving satisfactory understanding of other world faiths through comparative work, incorporating a study of festivals and customs of each faith.
- 10 The average standards in all other subjects represent satisfactory progress for pupils in acquiring knowledge and skills appropriate to their age. The weaknesses in standards in design and technology and information and communication technology have been addressed and standards have improved. The recommended schemes of work the school has introduced interest the pupils. They have an enthusiasm for learning, and good relationships with teachers motivate pupils to learn.
- 11 The last inspection found that the higher attaining pupils were seldom offered sufficient challenge in their work. The school has addressed this issue in literacy and numeracy by teaching in ability groups, but in other subjects, particularly in Years 1 and 2, these pupils still do not always achieve appropriately. The pupils on the school's Register of Special Needs have a wide range of needs

and benefit from the specific help they receive in English, but not in mathematics. Individual education plans are prepared for these pupils and broad targets in reading, writing and numeracy are identified twice yearly. However, these targets are often too broad to be effective in judging progress and ensuring that challenges are appropriate. Teachers and support assistants provide relevant and sensitive help. Overall, the pupils with special educational needs make satisfactory progress.

Pupils' attitudes, values and personal development

- 12 The previous report indicated that pupils' attitudes, behaviour and personal development were at good levels, whilst the good quality of their relationships was a strength of the school. Since the last inspection, a consistently high level of pupil mobility has challenged the school. Three out of ten pupils, by year six, have experienced at least two schools, and a majority of these pupils have special educational needs, behaviour problems or social crises in their lives. Presently the attitudes and behaviour of all pupils are satisfactory overall, despite the school maintaining high expectations of pupils and good arrangements of induction for the transient pupils. The school has sustained consistently good outcomes for the personal development of all pupils. The good relationships of pupils continue as a strength of the school.
- 13 Children in the reception year make a good start to their school lives. They have good attitudes and are comfortable and confident in their surroundings. They are eager to respond to the teachers, but can sometimes need restraining from shouting out in their enthusiasm. Most children listen well, and can be moved by stories such as the Good Samaritan, but a few will determinedly not listen to the teacher's guidance when relating their own experiences. They are gradually learning that the needs of others must be considered
- 14 Pupils' attitudes in lessons are good. They respond well if the teaching is good and there is a brisk pace, and will be enthusiastic when challenged, stimulated by high expectations, or when they have a good understanding of the work. Most pupils are interested in their lessons, and attentive to teachers, but a few pupils in Years 3 to 6 can exhibit negative attitudes or lack motivation. Pupils' attitudes are often better in whole class work than in independent work, where they do not apply themselves well to their tasks or have a sense of pride in their work.
- 15 Overall, the behaviour of the pupils in classes is satisfactory, because pupils are managed well. Most pupils have a developing knowledge of self-discipline, and show respect for each other and their teachers. However, examples of restlessness or immature behaviour increase as pupils progress through the school, and for pupils aged seven to eleven, some poor behaviour impedes teaching and learning. Classes are mostly calm, but noise levels increase when pupils undertake independent work, and then teachers have to exert more obvious control. Behaviour around the school is generally good, and allows harmonious play in the playground and at lunchtimes, which allows the dining hall to operate efficiently, without fuss. There have been incidents of poor behaviour during the previous school year, resulting in one fixed term exclusion. However, during the inspection no incidents of poor behaviour were observed. There have not been any incidences of sexism or racism.
- 16 Good relationships are a strong feature of the school. Staff represent positive role models, and there is a good level of mutual respect between adults and pupils in a caring and friendly community. Together, they promote an effective teaching and learning environment, where pupils are encouraged to build their self-esteem and not be embarrassed by making mistakes. Assemblies reinforce the quality of relationships, through themes on friendship and making promises. Pupils are appreciating each other's successes in assemblies and listening to each other with respect in classroom conversations. Boys and girls get on well together, but there is some obvious stereotyped and separate play. Pupils are generally courteous to visitors, but good manners are not always a consistent feature of all pupils.
- 17 The personal development of all pupils is good throughout their time in school, and equips them well for the next stage of education. All pupils, from the reception class onwards, are encouraged

“to have a go” at activities without fear of failure. The school is an inclusive and caring society where all pupils are welcomed. They are encouraged to look after each other, as well as gain an awareness of others less fortunate than themselves, through charity work. The school’s good personal, health and social education curriculum develops an awareness of healthy living, and life in the outside world, with a due regard to health and safety considerations. It is promoted particularly effectively for Year 6 pupils on their week’s residential visit, which challenges their sense of adventure. Pupils are responding well to targets for both their personal education and within the whole class.

- 18 Older pupils are gaining in knowledge of the outside world through the regular reading of magazines, though this can be limited by the enthusiasm of the boys for football magazines. Pupils are using the Internet well to support their learning and teachers keep a watchful eye on all Internet use. The school makes efforts to raise pupils’ self esteem through photographs in displays and by celebration assemblies. They are expected to look after their classroom through a range of duties, which, for older pupils, are extended into whole school duties. They take pride in keeping their school tidy. All pupils display a well-developed sense of moral and social awareness, which is evident in their everyday school lives. Older pupils enjoy the satisfactory range of extra curricular activities, and participate enthusiastically with other schools in inter school competitions.
- 19 The pupils with special educational needs relate well to each other in their groups and in whole class situations. They have satisfactory attitudes to learning and with close adult support they maintain concentration. They contribute in lessons and enjoy being involved in activities with their peers.
- 20 Throughout the last four years, the school has maintained good attendance rates: above the national average. Unauthorised absence has been sharply reduced in the last two years. Family holidays taken during term time are a major reason for authorised absence. A few pupils find it difficult to arrive at school on time, but lessons are not affected by any lack of punctuality.

HOW WELL ARE PUPILS TAUGHT?

- 21 The quality of teaching is satisfactory overall in Years 1 to 6, and good in the reception class, where four out of five lessons are good. At this early part of the school year, there are several teachers who are either new to the school or are adapting to a new year group. Half of the lessons observed in Years 3 to 6 were good, with some very good, particularly in the core subjects. This represents a decline in the quality of teaching overall since the last inspection. The small amount of unsatisfactory teaching was due to poor subject knowledge by the teacher.
- 22 The strength in teaching is the good management of pupils, which ensures they have appropriate access to the curriculum. With little fuss they move into various friendship and ability groups and settle quickly into their work. Teaching is especially successful in basic skill work on sounds in literacy, in investigative work in science and in computer skills in information and communication technology. Lessons are planned carefully and usually the lesson objectives are shared with pupils so that they know what is expected of them. At the end of lessons most teachers review with pupils whether the objectives have been met or not, and develop the lesson further. This helps pupils understand the strengths and weaknesses in their own learning. When lessons are of a very good quality, pupils concentrate well, remain on task and, as a result, make very good gains in their learning. Expectations of performance are high and ongoing assessment of achievement ensures that learning is meaningful. In a very good mathematics lesson in a class of Year 3/4 pupils the teacher asked quick fire questions, challenging pupils of all abilities and providing clear explanations if misunderstandings occurred. Proudly pupils described their calculations, generally using various strategies. The teacher skilfully introduced technical vocabulary and, as a result, pupils made very good progress in incorporating the correct terminology in their responses. The learning was fun; pupils appreciated the praise and good work was spontaneously applauded.
- 23 Teaching in the reception class is successful in promoting personal, social and emotional development. Relationships are very good and, through praise and encouragement, self-esteem is

raised. Children are expected to work hard and participate in all class activities, and most are quickly learning to do so. Already they are becoming aware of the needs of the class group and beginning to recognize that other children have personal priorities too. The teacher has good subject knowledge and is effectively guiding the children in their exploratory play and also providing direct teaching so that they are moving towards achieving the early learning goals. Good consideration is given to the needs of all children. Because of early identification, children with special educational needs are given early support. Overall, those who have settled quickly into school, and higher attaining children, are making good progress in communication, language and literacy, and in developing their mathematical understanding. In good lessons children use games to increase their understanding: for example, to learn number symbols and the letters of the alphabet. The teaching is less successful in the reception class when a classroom assistant is not available to work with the teacher. As it is early in the school year when some children lack confidence and are unsure about routines it is difficult for them to operate without adult help. The teacher works hard to involve children but the pace of learning is slowed.

- 24 The teaching of basic skills in the reception year is good and based on a secure understanding of children's language and mathematical development. Teaching is sometimes too prescriptive and there is a lack of opportunity for independent choices during the teaching tasks. Provision for continuous play activities is satisfactory. Most children play happily with toys in small groups and alone, but they are not challenged appropriately in their play. For example, when playing with jigsaws too many choices are made available with some jigsaws too difficult. As a result children lose interest and move away, leaving the task incomplete and the satisfaction from success evading them. The good teamwork between the teacher and teaching assistants ensures pupils' learning is reinforced.
- 25 Teaching in Years 1 and 2 is satisfactory overall. Pupils are arranged in three mixed age classes. The long and medium term planning is consistent across the year groups and classes, but teachers prepare their own short term planning and, apart from literacy and numeracy, each class operates separately. For example, in only one class are music and art lessons taught weekly. In the other two classes music and art are taught in blocks of time. This lack of frequency is affecting the consistency of learning new skills for some children. Within lessons pupils have suitable opportunities to work in whole class groups, in pairs and individually. A scrutiny of work shows that pupils are not always challenged appropriately. Although the school has good information on pupils' present attainment, too little attention is given to recognition of their prior knowledge in planning lessons. There are few activities beyond the requirements of the national guidelines. Often the activities lack challenge, both in practical application and recording.
- 26 In literacy and numeracy the teaching is more successful. Pupils enjoy the routines of these strategies. In one good mathematics lesson the teacher provided pupils with a 100 square to help them identify "ten more or ten less" in a range of numbers. As they quickly recognized number patterns they were able to transfer this skill to identify other number patterns. Through the sensitive and skilful intervention from the teacher and classroom assistant the pupils became autonomous in their learning.
- 27 There is some effort to link learning between the subjects of the National Curriculum. Science is sometimes linked to design and technology, and history and geography are often combined. However, there is little in these lessons to excite the pupils so that learning is accelerated. When teaching is less successful, pupils are insufficiently challenged because teachers have a lack of subject knowledge about the National Curriculum levels.
- 28 In Years 3 to 6 the good relationships and calm discipline are effective and promote pupils' learning in lessons. There is more consistency in the junior classes in the short term lesson planning. Literacy and numeracy are taught satisfactorily. In Years 5 and 6 teachers use their specialist expertise to ensure lesson planning is consistent and appropriate, and this is raising the level of challenge in lessons. When teaching is most successful pupils are introduced to a broad range of activities to extend their learning.

- 29 Some teachers provide challenging tasks where pupils understand fully the criteria for successful achievement and where teachers regularly evaluate the success of their actions. At the beginning of the school year one teacher noted in lesson evaluations that pupils are accurate but slow on mental calculation. The teacher introduced several initiatives to help pupils in speeding up their mental skills. As a result the teacher, pupils and parents have noted differences in the speed of pupils' responses and learning is accelerated. However, in some subjects there is insufficient balance in the coverage of the curriculum and some lessons have a lack of purpose. For example in Years 5 and 6, on four mornings each week, pupils practise spellings and read independently for almost an hour. Although there is good quality interaction between the teacher and pupils, there are no clear objectives for the lessons, concentration levels are low and many pupils make little progress. When they are available classroom assistants work well with teachers and are integrated successfully into the class. They have good knowledge of what is expected so that pupils can make progress.
- 30 Teachers' planning includes satisfactory attention to the needs of pupils with special educational needs. Work is generally appropriately modified to suit the particular needs of each pupil. Class teachers prepare the individual education plans for those pupils who are on the special needs register. However, the quality of education plans is variable. Where they are appropriate, they describe small achievable targets related to the pupils' next stage of learning but often the objectives are too broad, and consequently do not guide the next step in pupils' learning. As a result, their progress is slower than it should be. Presently pupils are withdrawn and taught in small groups for intensive input in aspects of literacy. The school generally attempts to ensure that these arrangements occur during the literacy sessions.
- 31 Marking of pupils' work is variable. There are some good examples of meaningful marking, where the teacher acknowledges the pupils' efforts and gives good pointers for improvements. For example, in mathematics the comment *'It would have helped you to be more accurate if you had made a longer scale based on 10 or 20 small squares'* helped the pupil to make better progress in the next lesson. The least effective marking is a tick and a general comment such as "good" or "well done." Where the better marking takes place learning is greatly strengthened.

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

- 32 The school ensures that it provides a broad curriculum for its pupils, with good provision for pupils' personal development. There are some deficiencies in the balance between subjects. Although the total teaching time has increased from the below average level reported at the previous inspection, some of this time is poorly used.
- 33 In each year group, pupils study all the subjects of the National Curriculum and religious education. Statutory requirements are fully met and the school has successfully implemented the National Literacy Strategy. Because it is aware of low standards in writing, the school has increased the time spent on this area of English by emphasizing writing activities during the 'Literacy Hour'. However, the impact of this is reduced because teachers' expectations about the quantity and quality of writing are too low. Extra time is devoted to reading but many of these sessions are of limited value. In particular, the initial morning reading time in many junior classes is too long and incorporates too little focused teaching of reading skills. This arrangement does not exploit pupils' eagerness and capacity to learn efficiently at the beginning of each day. The literacy hour then follows this early reading session without a break, providing insufficient variety for pupils.
- 34 The concentration on literacy has inevitably left less time for other subjects. Throughout the school, pupils are taught mathematics for an hour daily, making appropriate use of the National Numeracy Strategy. A new computer suite is used to give at least adequate, and often generous, amounts of time to the teaching of information and communication technology. Increasingly teachers are using this time well to teach other subjects, such as geography or history, using computer resources. However, the school has given insufficient attention to ensuring that all subjects are given enough time and that this time is appropriately distributed to enable specific

subject skills to be developed efficiently. In the infant classes, for example, insufficient time is devoted to science.

- 35 Monitoring of the curriculum currently does not ensure that the overall programme remains balanced. There is no 'curriculum map' to enable staff to view the overall picture and to make links between subjects. Nevertheless some good links are made. For example, in literacy lessons Year 1 and 2 pupils learn how to write instructions to make a puppet, and then make them in a subsequent design and technology lesson. In some classes, music and art are not taught regularly enough to enable pupils to build upon the skills they learn. Some lessons are too long and time is wasted. For example, because physical education lessons are long, teachers do not encourage pupils to change quickly and the lesson has a slow pace.
- 36 The provision for personal, social and health education is good. All classes receive weekly lessons in which whole class discussion forms an important component. These discussions contribute well to pupils' speaking and listening skills and enable them to explore a range of moral and social issues and personal feelings. The school is working to produce a scheme of work to ensure a suitable progression of activities. It makes very good use of visits and visiting experts to complement its own lessons. During the inspection, for example, Year 6 pupils visited the Lifeskills Centre in Bristol for a comprehensive programme to develop their personal skills.
- 37 Teachers in parallel classes work as a team to prepare most lessons in literacy and numeracy. This ensures that pupils experience a similar programme, no matter which class they are in. In English and mathematics, pupils are grouped to some extent according to their ability in the subject, to enable them to progress at an appropriate rate. However, progress is limited when pupils receive the same work, regardless of their ability. The school is aware of the need to provide more challenging experiences, especially for able pupils.
- 38 In most respects the school is careful to provide equal opportunities for all its pupils and to ensure that all are included. For example, it provides financial support, if this is necessary, to enable a pupil to take part in an external visit. All activities, including those taking place during the lunch hour or after school, are open to both girls and boys. The school has taken positive action to compensate for disadvantage by running a computer club and invites pupils in Years 3 and 4 who have no computer at home. Pupils interested in learning a musical instrument can sample lessons free of charge initially. However, pupils with special educational needs in literacy, who are taught outside the classroom, occasionally miss parts of lessons in other subjects. There is insufficient provision for them to catch up on what they have missed.
- 39 The range of extra curricular activities is not as extensive as at the previous inspection, but remains satisfactory. Most clubs are for junior pupils and musical opportunities are limited at present because there is no staff specialist in the subject. The curriculum is enriched by a good number of visits to places of interest and by visitors such as theatre groups and puppeteers, road safety experts and zookeepers.
- 40 There are positive links with the secondary school, which shares the same site. Pupils from this school have visited Christchurch to assist with reading, football and the French club, for example. Links with neighbouring primary schools are steadily developing. There is a productive partnership with the local church, with participation by the vicar in school assemblies and visits to the church for religious festivals. Local shops and businesses have contributed financially and in kind to enable the school to improve its provision. For example, they have contributed generously to a fund to raise money for an adventure playground in memory of a former pupil.
- 41 Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good, although not as strong as at the previous inspection. There is satisfactory provision for spiritual development. Acts of collective worship make a positive contribution to this area. Pupils are given opportunities to reflect upon the world around them and on their own emotional responses to it. In one assembly, pupils were encouraged to reflect upon their creative achievements. All pupils, including those with special educational needs, are helped to feel special and their contributions valued. For example, once a week any teacher nominates a pupil for the 'Red Book'. Pupils are

chosen for a good range of attributes, including effort, helpfulness and cooperation. However, although there is a policy covering spiritual and moral development, there is insufficient practical guidance to teachers about how they can incorporate these areas into their everyday teaching in the classroom.

- 42 There is good provision for moral development. School and class rules are clearly displayed and systems of rewards and sanctions are explicit. Teachers' expectations of good behaviour are high. Pupils are helped to understand that they are responsible for their own actions, to reflect upon their own behaviour and how it affects others. One Year 1 and 2 class compiled books recording what makes them happy or sad. The programme of personal, social and health education gives good opportunities for pupils to explore moral issues. There is a clear policy to promote racial equality. Through fund raising for charitable causes, pupils are taught to care for those less fortunate than themselves.
- 43 Christchurch Primary is a notably friendly school, in which attitudes of cooperation are prevalent. The good provision for social development leading to this outcome includes an appreciation that all individuals, whatever their ability, can make a worthwhile contribution to the school. From the youngest upwards, pupils have many opportunities to work with others. Older pupils write stories together or engage in partner work in gymnastics, although insufficient effort is devoted to ensuring that these pairings are not always single sex. Opportunities to engage in more collaborative activities in larger groups are relatively rare. However, the annual residential visit for Year 6 pupils provides such activities and the experience of living in a different social context. Older pupils also exercise responsibility by carrying out a range of tasks, such as preparing for assemblies and looking after younger pupils. They have fewer opportunities to exercise initiative, for example by making decisions about their own work practices.
- 44 There is satisfactory provision for cultural development. The school is aware of the need to prepare its pupils for life in a culturally diverse society. It invites dancers and musicians from a range of cultures to perform in school. A 'Commonwealth Week' was held in which each class studied a different country, then invited parents in to 'tour the Commonwealth', and accompanied by an older pupil as a guide. However, the potential of the nearby city of Bristol to provide links with contrasting schools has not been utilised. Although May Day celebrations have included Malaysian dancing alongside traditional British dancing around the maypole, there is insufficient attention in the school's curriculum to the music, art and literature of countries outside Western Europe. Pupils gain a satisfactory awareness of British cultural heritage. They are taught about the achievements of famous people, including those with links to the Bristol area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 45 In line with its stated vision, "we care, we share, we learn" the school has an overall good support, guidance and welfare provision. Since the last inspection, it has produced an increased focus on attendance procedures. Child protection procedures are being reviewed currently, as changes in key personnel takes place. Other specific aspects have been satisfactorily maintained at their previous levels. Due to the admission of a greater number of pupils with specific problems, the school focuses increasingly on the individual pupil in order to further their learning, personal development and maturity. Additionally, the school has shown sensitivity and skill in dealing with bereavement counselling. Parents prioritise their children's personal happiness, and most are appreciative of the school's support and pastoral care of pupils within a Christian framework, and their encouragement of pupils to achieve their potential for learning and life.
- 46 The acting headteacher and experienced staff have a thorough working knowledge of all their pupils. They willingly accept their pastoral role with enthusiasm and determination. Pupils feel well supported by the inclusive and secure school community, without any loss of their independence, and they have good trust in all staff. In turn many older pupils promote the caring culture and positive ethos of the school with younger pupils.

- 47 Procedures for monitoring the personal development of all pupils are satisfactory, but are more effective for pupils with special educational needs. They are good in the reception class. The school does not have formal written procedures and relies more on teachers' experience in the school, mental observations and informal discussions. Teachers keep their own individual support records, and the school's good personal knowledge of each child allows it to involve professional agencies as required.
- 48 The school has a satisfactory range of support, guidance and welfare policies, which guide its actions well. Most policies are effectively written and are reviewed appropriately. Policies receive a common sense and consistent implementation by experienced staff, and temporary teachers arriving at the school receive useful advice from a staff handbook. The school is very welcoming to outside agencies, which support pupils on a routine basis or if there are specific problems. The school building would be unsuitable for supporting pupils with complex disabilities. The school nurse visits the school regularly for routine medical checks, trains staff in special procedures, and assists the sex education provision. She has also given sensitive family counselling to support whole families.
- 49 Although the school is vigilant, child protection procedures are in need of urgent review, as neither the acting headteacher nor teachers have received formal training in procedures. Awareness of problems, and the subsequent recommended professional approach in fact finding children's problems, cannot be guaranteed. The school receives good support from the school nurse and social services for child protection, where appropriate.
- 50 The procedures for monitoring and promoting behaviour are good and have produced an increasingly effective outcome over the last two years. Teachers cope well with the challenging behaviour of a minority of pupils. Permanent staff have a common understanding of procedures, which are tailored to the different stages of education. They represent good role models and are skilled in developing good relationships with pupils through appropriate praise. Commonsense rules are developed with pupils, and are prominently displayed in classrooms and around the school. Rewards are designed to raise the self-esteem of pupils and motivate them towards self-discipline. Sanctions are well understood by pupils and parents and deemed to be fair, though some parents believe that they could be more rigorously applied. Staff reinforces some aspects of the moral provision during assemblies, or during the PSHE lessons. Staff have a thorough knowledge of any short-term problems between pupils, so that they are effective in detecting and eliminating any oppressive behaviour by discrete and sensitive interventions, when necessary. However, there is insufficient recording of behaviour incidents to detect trends and inform future strategies.
- 51 The school has developed assessment procedures, which are linked to objectives for all core subjects and are used by all teachers. These provide the school with information to judge if pupils are achieving the nationally expected levels. Additionally, statutory assessment and optional tests are undertaken for pupils in Years 2 to 6. The systems now in place are beginning to make a positive impact upon standards, for example, in mathematics. However, insufficient use is made of assessment information to track pupil progress and predict their future attainment. For example, at the time of the inspection teachers had not used assessment information to predict pupils' standards in science. Moreover, in English there are few diagnostic judgments, which would help teachers plan the next step of pupils' learning in all aspects of the subject. Currently, there are no formal assessment systems for foundation subjects, other than brief evaluations at the end of each half term. As this relies on the professional skills of teachers and is not moderated for consistency, the quality of assessment is varied across the school. The use of assessment information to guide curriculum planning is also unsatisfactory, as found at the previous inspection. Apart from in literacy and numeracy, lesson planning is in line with the National Curriculum but is not matched to the pupils' ability levels. As a result, in many lessons tasks have insufficient challenge and many pupils are capable of higher standards.
- 52 The school's procedure for early identification of pupils with special educational needs begins effectively in the reception class. Analyses from baseline assessments are used as a basis for additional support provision. For all pupils individual education plans are appropriately reviewed each term. Parents are not included in this process. The teachers of special educational needs

pupils, including staff from outside agencies, maintain good links with class teachers. These arrangements ensure that there is continuity of learning for these pupils.

- 53 Procedures for monitoring and improving attendance are very good, and have had a significant impact on improving attendance, particularly in reducing unauthorised absences. Parents are consistently made aware of their statutory obligations through the newsletter, and telephone on the first day when the reasons for absence are not forthcoming. The school is well supported by the educational welfare officer. The school has sufficient reward systems in place to focus pupils and parents on attendance and punctuality issues, including a termly printout of pupils' attendance profiles.
- 54 Health and safety procedures are sound. The low accident rate indicates that the school is a safe environment for all pupils and staff. The school has a sufficient number of trained first aiders using satisfactory procedures, but first aid facilities are inadequate. All pupil based information systems are updated by the school administrator, and are sufficiently focused and specific to support a medical emergency and allow essential medical supplies for some pupils to be well controlled. Good guidance is given to pupils about the needs for health and safety in the home and at school.
- 55 The school has good relationships with local playgroups. Pupils are well supported on admission to the school and they settle happily. There are very good induction procedures, and parents are given useful advice on how they can contribute to their children's learning. The school is trying to strengthen its relationship with the adjacent secondary school to ensure a happy transition for all pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 56 The school's links with parents are satisfactory. The school has a policy for parental involvement that defines aspects of the education partnership, but it is five years old and would benefit from review. The mission statement has a clear set of aspirations for the involvement of parents. The school wants to build an ethos of friendliness with an open door policy, and most parents feel that their concerns are listened to and appropriate action taken. Most parents find the school approachable and they arrange informal meetings with teachers at the end of the school day.
- 57 The impact of parents in the school is good, although the school seeks to broaden the base further. Some parents take a high quality role, either within classrooms or as volunteers to support visits. Parents fill some governor roles and they are developing their understanding about the life of the school. All parent governor positions are covered through competitive elections, and they are committed and enthusiastic to gain a working knowledge of the school's strengths and weaknesses and develop the work of the governing body. The Friends of Christ Church Association is vital to the school's well being and it works tirelessly through an enthusiastic, large committee and is well supported by most parents. It communicates well with all parents through the home/school link letter. Parents have given very good support towards the planned improvements in the outdoor play area, both financially and with ideas. Through their support over £10,000 has been raised over a short period to fund these improvements. Overall parents have a continuing satisfactory view of the school.
- 58 The quality of information for parents is satisfactory. The prospectus and the annual governors' report to parents are both adequate, quality documents. All documents indicate that the school values its parents and indicate their importance in the life of the school. Some policies have a statement on parental involvement. The school communicates well with parents about its planning for the various stages of education. All written communications are clear and in a friendly style. Annual reports to parents are satisfactory. They give adequate feedback into pupils' abilities and performance in all subjects of the National Curriculum; however, they do not contain any reference to performance against prior targets, seek the views of parents, or suggest that pupils contribute their thoughts on the past or future year.

- 59 The contribution of parents to children's learning is a satisfactory feature of the school for most families, but few parents want to sustain a really effective partnership. Most parents have signed the home/school agreement, and they are very aware of their statutory obligations regarding attendance and punctuality. The school has struggled to gain adequate turnouts for meetings about curriculum issues. The school makes a major effort to attract parents to the two parents' evenings; however, it is aware that appointment times are short for discussions about progress, and especially for parents of pupils with special educational needs. The parents are concerned about these arrangements and the school is now reviewing the situation to rectify matters.
- 60 The school has reviewed the former weakness in homework and this is now satisfactory. There is a homework policy and a homework diary, but few parents conduct a real dialogue with the teacher. The views of some parents are that homework below Years 5 and 6 is inconsistent and information on homework is insufficient to sustain all parents' interest and contribution.
- 61 Parents receive sufficient, well-coordinated guidance at transfer to secondary school, so that their anxieties are minimized.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 62 The school has gone through a considerable period of change in recent months. The headteacher retired at the end of the school year, the chair of governors recently resigned and the majority of members of the governing body are relatively new to their posts. Since the retirement of the headteacher the deputy headteacher has been acting headteacher and will be in that post until the arrival of the new headteacher in January 2003. To take over as headteacher was a considerable challenge due to the fact that, in her role as deputy headteacher, she had limited opportunity to undertake aspects of leadership and management. The early arrival of an inspection added a further challenge. Her ability was demonstrated effectively in her support for the staff and good leadership and management during the inspection process. Even though she is in post for only a short period of time she has a very clear vision of where the school needs to change and the developments that are necessary to bring this about. A considerable strength of the school, which stems from the leadership, is the caring environment where the pupils are happy, secure and are able to develop into confident citizens. At the time of the last inspection leadership and management was considered to be satisfactory overall. This has been maintained during the time of the current inspection and this term.
- 63 The leadership and management of each National Curriculum subject is generally satisfactory, with some good examples where subject managers have a very firm grip on the subject and are very clear about the strengths and weaknesses. There is a programme in place for the regular monitoring and evaluation of each subject and this monitoring has given them a clear view of where the subject needs to develop. However, the length of time between monitoring activities is quite substantial and does not give opportunities for regular subject review nor for the monitoring of teaching. Due to the very tight overall budget, there is only a very limited amount of money available to curriculum coordinators and this does limit some of their effectiveness in bringing about change.
- 64 During a lengthy period of absence of the special needs coordinator, the acting head coordinated the work for pupils with special educational needs. The coordinator has not only resumed the role but has made strenuous efforts to improve it. The designated governor has not had training in the new code of practice and, as a result, is unable to provide governors with appropriate advice on new statutory requirements.
- 65 The governing body fulfils its statutory duties. They are fully committed to the school and are determined to play a major role in its future development. Now that a very able and energetic chair, who is strongly supported by an equally able vice chair, leads them, the future looks both exciting and interesting both for the governors and the school. Recently appointed governors are keen to learn their role and to be supportive in shaping the future of the school. At this moment, however, there are some weaknesses caused by lack of involvement in decision making. The governing

body is well aware of the weaknesses in its role and that it does not play a significant part in influencing developments in the way that many other governing bodies do.

- 66 The school development plan is a substantial document where many of the priorities identified are entirely appropriate and relevant to the school. At the moment it is prepared by the school with local authority support and taken to the governors for their approval. Whilst they can challenge aspects of the plan if they are in any way unhappy with its content, the governors do not have direct input into the original document. Additionally the plan contains many targets for the year and it is difficult to monitor progress on so many issues.
- 67 Financial planning is good in all aspects. The school has an extremely tight budget and the control of money is a high priority, in order to maintain provision at its current level. The school administration is very good. Day to day finances are handled extremely efficiently. Specific grants are used very effectively; an example of this is the very efficient use of the devolved capital grant. In order to spend this wisely the school is working with the newly formed finance committee, to agree spending priorities so that the very best use can be made of this money. Recommendations from the last audit report have been fully implemented and, at all times, the school applies the principles of best value to any project. The school uses its computerised systems effectively to maintain financial and school records, and this enables the school administrator to access information very quickly.
- 68 The match of teachers to the demands of the curriculum is good. There are, however, only a limited number of support staff, meaning that many teachers receive very little in the way of extra help in practical areas, such as design and technology, or investigative work, where pupils often need support in carrying out activities. The school has very good arrangements for the induction of newly qualified teachers, but recognizes that it needs to develop a programme of support for experienced teachers who join the school and also for people appointed into duties such as school meals assistants. The school's approach to performance management is good: clear targets for professional development are set and the work of each member of staff is fully appraised.
- 69 The accommodation is satisfactory although, in some places, it is in need of an upgrade and a facelift. The acting headteacher is aware of this and it is being addressed in the future via the devolved capital grant. Teachers make good use of displays to enhance the environment and the school is well cared for by the care taking and cleaning staff. The quality and range of resources is satisfactory to meet the needs of the range of pupils and the curriculum. The library, however, is a small, unattractive room that contrasts sharply with the new, well resourced computer suite. Plans are in place to improve the outdoor play area; this will ensure improved outdoor provision for children in the reception class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 70 (1) Develop the use of assessment to:
- *provide an accurate picture of present standards in all aspects of English, mathematics and science
 - provide a consistent measure of pupils' achievement in lessons and over time
 - ensure National Curriculum level descriptors are consistently applied in all subjects
- (Paragraphs 2, 25, 30, 51, 89, 95, 105, 133, 137, 149)*
- (2) Improve the quality of teaching and learning by
- raising teacher expectations
 - monitoring teaching and learning to identify strengths and weaknesses and take appropriate action to address them

(Paragraphs 6, 11, 24, 33, 47, 90, 95, 105, 115, 126, 144)

- (3) Review curriculum planning and the use of time to ensure all pupils receive a broad and balanced curriculum

(Paragraphs 10, 26, 29, 32, 33, 35, 38, 63, 82, 132)

- (4) *Improve the quality of writing across the school by

- providing more opportunities for writing across the curriculum for different audiences
- linking reading and writing more directly within lessons
- applying the structured approach to handwriting and spelling in all subjects.

(Paragraphs 2, 4, 14, 31, 80, 84, 85, 98, 100, 117)

Other minor issues the governors should consider

- * Improving procedures for pupils with special educational needs in line with the Code of Practice
- *Improving procedures for Child Protection.

* The school is already working to improve these issues

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	19	32	1	0	0
Percentage	0	9	33	56	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part time pupils)		248
Number of full-time pupils known to be eligible for free school meals		24

FTE means full time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		25

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorized absence

	%
School data	(4.6)
National comparative data	(5.6)

Unauthorized absence

	%
School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	23	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	15
	Girls	21	21	21
	Total	35	33	36
Percentage of pupils at NC level 2 or above	School	88 (82)	83 (79)	90 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	17
	Girls	22	21	23
	Total	36	38	40
Percentage of pupils at NC level 2 or above	School	90 (85)	95 (82)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	22	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	18
	Girls	18	10	17
	Total	35	29	35
Percentage of pupils at NC level 4 or above	School	81 (69)	67 (71)	81 (73)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	18
	Girls	15	16	16
	Total	33	35	34
Percentage of pupils at NC level 4 or above	School	77 (56)	81 (71)	79 (73)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	238	1	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African	4		
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded	6		

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	11.5
Number of pupils per qualified teacher	21.2
Average class size	24.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	62

Qualified teachers and support staff: nursery

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

FTE means full time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	3.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	553,137
Total expenditure	561,386
Expenditure per pupil	1,997.8
Balance brought forward from previous year	11,563
Balance carried forward to next year	3,316

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	248
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	45	41	9	0	5
Behaviour in the school is good.	33	54	9	2	2
My child gets the right amount of work to do at home.	32	46	15	1	6
The teaching is good.	43	48	3	0	6
I am kept well informed about how my child is getting on.	26	49	17	5	3
I would feel comfortable about approaching the school with questions or a problem.	58	33	8	0	1
The school expects my child to work hard and achieve his or her best.	48	47	4	0	1
The school works closely with parents.	32	50	13	2	3
The school is well led and managed.	35	46	12	2	5
The school is helping my child become mature and responsible.	37	48	5	2	8
The school provides an interesting range of activities outside lessons.	13	41	24	7	14

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 71 Children enter the reception class in the September before their fifth birthday. Currently there are 21 children in the class, the majority being boys. Nearly all the children have attended a pre school group. Although attainment varies widely, the great majority start school with skills that are at the expected level. This is confirmed by the careful assessments made of children in their entry profile and by the baseline assessments carried out soon after they start school. By the time they join Year 1, the majority achieve satisfactorily and attain the Early Learning Goals in all the areas of learning. Children with special educational needs make satisfactory progress. A high proportion of children achieve standards that are above average in personal, social and emotional development and in speaking and listening. This is due to the quality of the curriculum, which addresses all the requirements of the six areas of learning and provides the children with a wide range of challenging activities.
- 72 The quality of teaching observed was good, overall. Relationships are very good and the children receive very good support. The staff value the children's contributions and use praise and encouragement to raise their self esteem and encourage them to work hard. The teacher and the nursery nurses work closely as a team to promote the children's achievement. Rigorous and regular assessments are used to record progress in language and mathematics. Day to day assessments in all the areas of learning are used to inform planning. Standards have been maintained since the time of the last inspection. The recommendation of improved outdoor play provision is being addressed.

Personal, social and emotional development

- 73 This is an area of strength. Teaching and learning are good. Opportunities to promote personal, social and emotional skills are built carefully into all aspects of the curriculum. A calm and supportive atmosphere has been established, where children feel cared for and secure. This can be seen quite clearly at the beginning of the morning session when children arrive very happily and chatter away to the nursery nurse whilst the teacher talks to parents and carers. The children feel confident, they know the class rules and routines and what is expected of them. Through games such as 'pass the ladybird' they know that they only speak when it is their turn, that is: when they are holding the ladybird. They learn to talk about their feelings and emotions, often after listening to stories, and they learn about the difference between right and wrong. Each child is encouraged to feel confident as a member of the class and the school community, and to appreciate the needs of others when working as a member of a group by sharing things. A feature of the activities is the way in which the children cooperate with each other: as in physical education, where the whole class work together to control the parachute. All the children relate happily to each other and show genuine pleasure when another child has success.

Communication, language and literacy

- 74 Children make good progress in speaking and listening. In writing and reading their progress is sound. The planning of activities incorporates the relevant elements for the National Literacy Strategy and ensures that children will make a smooth transition from the reception class into Year 1. Emphasis is placed on developing the children's speaking and listening skills throughout the day and in all areas of learning. In a physical education lesson in the hall one of the objectives was to listen carefully to instructions and to follow them. By emphasizing listening in this way in a number of different areas the children quickly fall into the routine of listening as soon as the teacher begins to speak. The early morning discussions with the nursery nurse are an ideal way of building confidence in speaking. As children arrive they sit on the carpet and in an informal session they share ideas with each other and with an adult. When engaged in whole group work the more able children can answer questions using more than one sentence. Children are beginning to enjoy books and can follow the sequence in a story. When reading from the big book many of the

children can recognize rhyming or familiar words. They are being introduced to the correct terminology for books such as beginning, end and title. Regular sessions are held where children learn letter sounds and names and in this work they are making sound progress. Although there is a strong emphasis on developing children's writing, progress in this area is only satisfactory due to the very poor manipulative skills the children have. Although they try hard to form letters correctly and to write their name the result is often very untidy and letters are difficult to recognize.

Mathematical development

- 75 Children make sound progress in this area of learning. The teacher provides a range of interesting, practical activities that include relevant experiences from the National Numeracy Strategy. Lessons are often practical and children handle equipment in order to develop mathematical understanding. A group of children working with the nursery nurse dip into the 'feely bag' to find and identify, by touch, a variety of shapes. The children make good progress in this activity and are soon naming shapes such as circle, square, triangle and rectangle. These activities are usually structured to promote progress in small steps, building on what the children know over time. In order to involve the parents in the learning process in mathematics, the reception class produces a booklet for parents. In the booklet are ideas as to how parents can help their children, for example, choosing a number for the week, such as "number two - can your child see number two anywhere?" – in the kitchen, on doors, on car number plates. Can they match together two knives and two forks? In the classroom the children learn about the number five through displays they make about number five: five fish in a pond, five balloons and five sausages. Stick on pictures are used very effectively to introduce positional language. The children stick the figure of the teddy bear either in front of, to the side of, or behind the fridge in the picture of the bears' kitchen. It is the emphasis on this kind of practical activities, often using resources made by the teacher, that enable the children to become increasingly confident in using numbers. Most of the children at this early stage in the term can recognize numbers up to five and sequence numbers in order up to six. In the whole class numeracy session they thoroughly enjoy counting orally and the majority can count with confidence to 10 and beyond.

Knowledge and understanding of the world

- 76 This area is effectively taught through an interesting programme of topics that involve the children in first hand experiences. A strength of the work in this area of learning are the links made with other aspects of the Foundation Stage curriculum. A good example of this was the work being done on chameleons. The children had been talking with the teacher about chameleons and how they changed colour and this led to the introduction of the word camouflage. In small groups the children painted a chameleon and then they were challenged by the teacher to paint a leaf in exactly the same colours to illustrate how it became camouflaged. This activity brought together three areas of learning, art, language and knowledge and understanding of the world. Similarly, work on sources of light and candles led to the building of a lighthouse. Children begin to appreciate the meaning of the words past and present as they look at photographs and identify the differences that they can see between pictures of things that are new and things that are old. They begin to develop very early geographical skills by learning about how the classroom is laid out and then looking at the general school environment and the grounds. Use is often made of the immediate surroundings. At this time of year leaves can be collected from the many trees surrounding the school and these are used to look at the autumn colours and identify the kinds of trees that the leaves came from. At the time of the inspection the classroom computer was out of use but under normal circumstances the children use the computer to gain experience with the mouse and become familiar with simple computer games.

Physical development

- 77 Teaching is satisfactory. Learning, whilst being satisfactory, is hampered by the lack of regular access to a secure outdoor area. Fortunately the school has this in hand and the money has been raised and plans put in place to bring this about. Good use, however, is made of the large space in the hall and the playground where children can use their wheeled toys and trikes and extend their

role play activities. In the school hall, children walk, skip and jump with confidence, sharing space with an awareness of each other and beginning to develop increasing control over their bodies. Many of the children have problems with their fine control of small items such as scissors and this has an impact on the quality of their handwriting, particularly in shaping letters and in keeping letters to the same size. The activities planned for physical development make a good contribution to work in language, particularly through the emphasis on listening to instructions and to the correct use of words when describing actions such as moving forwards or backwards, making big movements or small movements.

Creative development

- 78 Teaching and learning are satisfactory and at times good. Outside the reception class are some fine examples of children painting self portraits. Their use of paint is lively and vigorous, with aspects detailed on each face that have been clearly observed as a particular characteristic of the face being painted. Stories are used to involve children in other aspects of creative work. The story of 'Elmer the elephant' leads to children exploring different colours when producing collage elephants. The children enjoy singing and join in enthusiastically with the song 'five little men in a flying saucer'. Children listen to and respond to sounds, keeping to a steady beat, understanding that the pace of music may be fast or slow. The children also explore simple percussion instruments and at times use these to accompany songs.
- 79 The coordinator of the Foundation Stages has a very clear understanding of all the areas of learning and how the Early Learning Goals link to the needs of individual children. A great strength of her work is her excellent relationship with both children and their parents and carers. She has very good systems for assessing pupils on entry to the reception class and for assessing children's progress in language and mathematics. These systems now need to be extended into the other areas of learning.

ENGLISH

- 80 Inspection evidence shows that standards in English are below average at the age of seven but average at the age of 11. By the end of the current school year, the present seven year olds are expected to reach average levels in speaking, listening and reading, but below average levels in writing. 11 year olds are expected to reach average levels, although the structure and content of their writing is better than technical aspects such as handwriting and presentation, which are below expectations for this age. This is because there is insufficient attention to these skills across the whole range of subjects and teachers' expectations are too low. Boys and girls are achieving comparable results at the age of 11, but girls achieve higher standards in writing at the age of seven. With the exception of writing in Years 1 and 2, in which progress is unsatisfactory, pupils make satisfactory progress in all aspects of English through the school.
- 81 The lower than expected proportions of pupils achieving higher levels in writing may be caused by a number of factors. The mixed age classes are rearranged for lessons in literacy. Those pupils with low levels of attainment or special educational needs in the subject are placed in a separate group. Teaching in a smaller class enables them to make at least satisfactory progress. Other pupils are taught mostly in single age groups containing pupils of average and above average attainment. Teachers tend to provide identical work for all pupils in the group and do not provide more challenging tasks for higher ability pupils. There are insufficient numbers of classroom assistants, particularly in the infant classes, to provide enough help to groups of pupils. Throughout the school, teachers' expectations about handwriting and about the quantity of writing produced are far too low. Often the pupils who have joined the school other than in the reception year have lower levels of attainment in English. Often teachers have insufficient time to raise their levels of attainment by the time they leave the school. The school is very aware of the need to raise levels of attainment in writing and has implemented action plans to this end.
- 82 Throughout the school, standards of speaking and listening are broadly average, with speaking better than in listening in most age groups. Most of the time pupils listen carefully to their teachers

and to their peers. A good strategy in Years 1 and 2 is for pupils to use their 'talking partners' prior to whole class discussion. Occasionally pupils fail to listen when they are not aware of the importance of doing so. There are insufficient opportunities for pupils to develop their listening skills more specifically through focused listening for a particular purpose. Lessons in personal, social and health education make a positive impact on pupils' speaking skills. There are good opportunities for speaking in response to questions or in discussions, but rather fewer to speak at length using reasoned argument or debate. There is little use of drama as a way to promote more confident speaking.

- 83 In Years 1 and 2, teachers are using the guidance in the National Literacy Strategy effectively to teach pupils the sounds of letters and combinations of letters. This has benefited their reading and spelling. Time has been allocated, additional to the daily literacy hour, for pupils to reading regularly. As they hear individual pupils read, teachers ensure that they understand the text by asking questions. The benefits of the additional daily reading session are reduced by the absence of extra adults, which limits teacher time to read with individual pupils. As the sessions for younger pupils are at the end of the day they tend to be tired so that behaviour and concentration occasionally lapse. Nevertheless, most pupils, including those with special educational needs, are making sound progress in acquiring reading skills. Pupils use their knowledge of the sounds of letters to decode unknown words successfully, occasionally using the context of a word to make an appropriate guess. Pupils enjoy reading and practise conscientiously at home with the good support of their parents. Higher attaining pupils are accurate if not always fluent readers and are beginning to form their own preferences in reading matter.
- 84 Pupils in Year 6 have maintained their interest in reading and standards are in line with expected levels. They have developed their own preferences of stories, but most do not read a wide enough range of authors. This is because books that might widen pupils' experiences are not highlighted in most classrooms; indeed, books have a relatively low profile throughout the school. Most pupils can summarise the plot of a book clearly and higher attaining pupils make sensible inferences about character, referring to the text to support their views. Non fiction is read well. Because the library is inadequate as an area for pupils to develop research skills, independent learning is restricted. It is large enough for only small groups of pupils and is underused. Some pupils use public libraries, and know how to make use of computer facilities to search for the books they need. They have developed appropriate reference skills. However, not all pupils have these opportunities. Some pupils are unsure of alphabetical order and for example, do not know the function of a glossary. Pupils with special educational needs receive additional help in reading. This enables them to make satisfactory progress, although some lack the necessary skills to decode unknown words.
- 85 At the age of seven, standards in writing are below average. Pupils' progress through the key stage is too slow. Few Year 2 pupils manage to compose well structured sequences of sentences. Vocabulary is limited, although the standard of spelling is as expected at this age. There are too few opportunities to write at length and teachers inadvertently reduce these further when the initial part of a writing lesson is spent in copying lists of words instead of writing in sentences. Although most learn to form letters well in Year 1, pupils in Year 2 continue to write letters of inconsistent size. Where higher attaining pupils have achieved such consistency, they are insufficiently encouraged to move on to joining their letters. Information and communication technology resources are used well to enable pupils to begin to edit their own work; for example, a Year 2 class used computers to substitute capital letters and full stops for the word 'and' in a lengthy excerpt from a well known book.
- 86 Standards of writing at the age of 11 are at the expected levels for this age. Pupils write in varying styles, according to the purpose and audience for which they are writing. Imaginative writing is usually well structured, employs adventurous adjectives and adverbs, and is of a good length. The factual writing carried out as part of the work in other subjects is less accomplished, sometimes lacking sufficient detail. Basic grammatical structure is mostly correct and spelling, though sometimes careless, is at the expected level. Although teachers give frequent reminders to their pupils of the importance of checking their work, the skills of drafting, editing and proof reading have been insufficiently rigorously taught to enable pupils to use them as a matter of course.

Handwriting and presentation are significantly weaker features throughout the key stage. In Year 6 most pupils have still not developed a fluent, joined handwriting style. Even where pupils are capable of using acceptably joined handwriting, teachers do not insist on its use in all subjects of the curriculum. This slows the process of writing, making much work unnecessarily laborious. Pupils take insufficient pride in their work, often producing untidy work, which does not do full justice to its contents.

- 87 In the English lessons seen during the inspection, the quality of teaching was satisfactory and much of it was good or occasionally very good, especially in Years 3 to 6. There were no unsatisfactory lessons. Overall, this represents a slight decline from the previous inspection, when teaching was described as good, although the weaknesses then noted in the teaching of older pupils are less apparent now.
- 88 Teachers use information and communication technology very well to support English teaching, for example, by encouraging the use of word processing in the computer suite, but make less use of this technology within the classroom to provide more individualised programmes for pupils who need them.
- 89 In most classes, teachers have established good relationships with their pupils, including those who come into the class only for literacy. Each pupil is given specific targets, which are recorded in their exercise books but not always referred to. There are very few interruptions to the learning process because of teachers' good management of pupil behaviour and effective organisation. Pupils enjoy their lessons, showing positive attitudes to learning. Expectations about behaviour are high, but those relating to the quality and quantity of work are generally too low. Occasionally the sequence of activities is not well thought out. Pupils spend excessive time on preparing and so have insufficient time to work on writing activities, which often remain uncompleted.
- 90 Weaker features of teaching are marking, assessment and the use of the final plenary session. In some classes, marking clearly indicates how pupils can improve, but is not used consistently in this way throughout the school. Some teachers provide a tick or comment of praise without giving advice to pupils about how to improve further. There are appropriate assessment procedures in Years 1 and 2, but teachers do not return to assess previous learning enough to check that it is still secure. More help in reading would benefit older pupils. Although pupils read regularly to teachers in these sessions, teachers do not make and record their assessments to enable pupils to extend their reading abilities. The plenary session is often poorly used and so pupils fail to grasp its value. For example, in one lesson pupils took little notice as some of the class read their work out, continuing with their own writing or even engaging in conversation. Only rarely is the time used in a productive way to extend pupils' learning.
- 91 An experienced subject leader capably coordinates English. She is given time to monitor teaching and pupils' work, but not on a frequent enough basis for this important subject. Consequently she has an insufficient grasp of the strengths and weaknesses in the subject in all year groups. There are sufficient resources of good quality for reading and writing.

MATHEMATICS

- 92 Standards are average at the ages of seven and eleven. They show a considerable improvement on the National Curriculum test results for pupils at the end of Year 2, in 2001, when they were well below the national average. Since the previous inspection, the school has maintained the standards in Year 2, but improvements have been made in Year 6. Pupils have full access to the mathematics curriculum. Throughout the school in numeracy lessons all pupils make at least satisfactory progress. The pupils with special educational needs make satisfactory progress, with appropriate tasks to meet their specific needs.
- 93 By the end of Year 2, the majority of pupils have reached expected levels nationally. They have a satisfactory understanding of number facts to 100. They have a good understanding of shape and space and can name some two and three dimensional shapes; for example, they know that a square has four sides and they understand the difference between a cube and cuboid.

- 94 At the end of Year 6, the majority of pupils have a satisfactory grasp of the four rules of number. The pupils are competent in applying their understanding of number to problem solving and can use numbers creatively to check their answers. The higher attaining pupils are confident in recognising patterns. They give good explanations about calculations they use. The pupils group and present data, using graphs. Pupils understand fractions, decimals and percentages.
- 95 By the end of Year 6, the pupils have a good knowledge of two and three-dimensional shapes, using accurate mathematical terms. Younger pupils, for example Year 3, recognize and name hexagonal prisms and use mathematical terms such as vertices to classify properties. They understand that three dimensional shapes have depth. The pupils learn to estimate capacity to the nearest 100 ml in Year 4.
- 96 The quality of teaching and learning is satisfactory overall. During the inspection there was some good and very good teaching in the junior classes. The ability setting of classes assists in this arrangement. However, presently the higher attaining pupils are not always presented with consistently challenging tasks to take their learning further. Nevertheless, the school has identified a gifted and talented pupil in the school and provides suitably challenging work to ensure maximum progress. Through assessment information pupils are grouped for mathematics lessons. There is some ongoing assessment to ensure these groups are appropriate, but assessment is not used to track progress of pupils.
- 97 In the best lessons, the teacher states clearly what the pupils are expected to learn, uses skilful questions to deepen their understanding and gives them further explanations, as necessary. This leads the pupils to gain new knowledge about grouping and interpreting of data, for example, as observed in Year 6. No unsatisfactory teaching was observed during the inspection. However, there were occasions where the pace was insufficiently brisk to ensure consistent progress was maintained throughout lessons. In many junior classes pupils are making good progress, improving the speed of their mental calculations. Occasionally, the mental aspect of the numeracy strategy is not developed sufficiently. When this happens, the pupils do not learn and use mental skills sufficiently to enable them to calculate quickly and efficiently.
- 98 Teachers make good use mathematics in other subjects, for example using scale in geography or timelines in history. As a result, the pupils understand the relevance of mathematics to everyday life. As yet, the school does not use information and communication technology to support independent learning in mathematics. However, this features on the school's development plans, now that the computer suite is installed.
- 99 The quality of marking is satisfactory. Where it is very good, the helpful comments result in higher levels of improvements. Although some teachers place high demands on presentation, this is not consistent throughout the school. Some pupils present work which is unacceptably untidy and therefore detracts from the overall standards expected of them.
- 100 The leadership and management of mathematics are satisfactory, overall. The subject leaders have monitored teaching and learning in all classes. They have made good progress analysing results and taking appropriate action to address the weaknesses. However, they have little opportunity to judge if their suggestions achieve necessary improvements. Lack of time to monitor effectively prevents them from fulfilling their roles to the full. Additional training for staff has effectively increased their confidence and enthusiasm for this subject. However, there is still an over dependence on the published scheme. As yet teachers have been unable to see examples of good practice within the school.

SCIENCE

- 101 Standards are in line with national averages for pupils at 11 years of age, but with one third of pupils achieving the higher Level 5. For the present Year 6 and Year 2 pupils standards are satisfactory. However in the last reporting year for pupils at seven teachers' assessment shows that all pupils attained nationally expected levels, which is very high in comparison to national standards. Test

results are improving because pupils enjoy investigative work. At the last inspection progress was considered to be good because pupils were able to apply previous learning appropriately to new situations to solve problems. A scrutiny of pupils' books shows that they make satisfactory progress over time in all year groups. In the infant classes pupils find it difficult to record their observations other than in pictorial form and in the junior classes many pupils have difficulty in writing a scientific report. Pupils with special educational needs are given good support, when necessary, and they make satisfactory progress similar to other pupils.

- 102 Pupils have developed a keen interest in this subject, particularly enjoying the opportunities for investigative and exploratory work, which is regularly provided in their science curriculum. Year 6 pupils explain, "experiments are fun, it's all about finding out" and they enjoy the challenge which this brings to their learning. They show satisfactory levels of independence and their positive attitudes and good behaviour in lessons contributes effectively to raising standards. They cooperate well and use resources sensibly.
- 103 In Years 1 and 2 pupils engaged in a range of activities linked to their topic work, also developing specialist knowledge. For example, a topic on toys involved work in history, art and design and technology, as well as linking to work on forces in science. The teachers are skilled at providing a wide range of experiences to support their scientific learning; for example, during the inspection pupils listened to the story "The Wind Blew" by Pat Hutchin, which helped them understand that sometimes natural forces can move objects. They made windmills and experimented to show how the wind can move its sails. A scrutiny of infant work indicates that they have undertaken a suitable range of activities about plants, animals, and healthy eating. They are learning to make simple predictions.
- 104 By Year 6 all but a small minority of pupils know how to undertake a scientific experiment, make predictions, list their methods, test for results, and then review and evaluate their findings. The quality of the scientific reports is varied. In the best examples of pupils' work there are good examples of pupils making clearly explained predictions, carefully measuring results recorded, using tabulations, charts and diagrams, as well as a written test. In work of good quality the presentation of work is also good. Higher attaining pupils use scientific vocabulary correctly. However, for the majority of older pupils the quality of recording is satisfactory and pupils rely on teachers to direct their ideas and suggest methods of recording. Presentation of work is often unsatisfactory. It is untidy and makes it difficult to recognize scientific findings. Some good work was seen in pupil's books, linking science effectively to mathematics and information and communication technology. In this work pupils had used the Internet to discover and chart the times of sunrise and sunset in Bristol in September. They had looked at times of greatest daylight and darkness and recorded their findings in a linear graph. This was then linked to comparisons of daylight and darkness around the world as part of their study of the solar system.
- 105 Teachers make good use of enrichment activities to help with the delivery of the science curriculum. The subject positively promotes pupils' social development when they are working together on experiments. Pupils are making good progress in their personal development through various science topics on issues such as sex education and drugs. The visit to the Lifeskills Centre linked well to work pupils had undertaken earlier about drugs abuse. As a result pupils have good knowledge of legal drugs, prescribed drugs and those drugs that are harmful. A popular activity in Year 6 during the inspection developed work both in mathematics and science. A challenge to free the good "King of the Doggles" from the enemy "Zongles" involved pupils in calculating distances of various planets from the sun as they undertook planet hopping from their docking station on Uranus. Work was intense, concentration levels high; the promise of a certificate of achievement if they were successful proved irresistible. At the end of the activity most pupils could name the planets and had a good knowledge of their distances from the sun and Earth.
- 106 In most lessons teaching is satisfactory. However, it is uneven across the school. Where teaching is good lesson objectives are explained clearly and activities are well planned, with good opportunities for independent learning. However, in other lessons teacher expectations are insufficient and tasks are often low level. In many lessons insufficient use is made of assessment

to ensure learning is meaningful. For example, at the time of the inspection predicted levels had not been identified from national tests in Year 2 and Year 6, nor had previous work been analysed to identify strengths and weaknesses and focus teaching more specifically to learning needs. Assessments are undertaken regularly at the end of each topic. In all year groups, although most teachers have an accurate understanding of pupils' standards, there is insufficient consideration given to predicting targets for further improvement or for measuring achievement regularly over time. The subject coordinator has recognised this weakness in the use of assessment in teachers' planning but, under the present arrangements for monitoring the curriculum, has been unable to bring about any change.

ART AND DESIGN

- 107 Pupils continue to make satisfactory progress and achieve satisfactory standards. Pupils enjoy art and are particularly enthusiastic about the variety of activities they experience. They are proud of their achievements.
- 108 The school has introduced a new scheme of work, in line with national guidelines. Teachers assess pupils' achievements regularly to measure their progress. As a result most pupils are developing a sound understanding of art techniques and they are making satisfactory gains in knowledge of art skills. Teaching overall is satisfactory but there is some good and very good teaching, particularly for pupils in Years 5 and 6. Teachers have a satisfactory knowledge of the subject and use appropriate technical vocabulary. In better lessons pupils are encouraged to be independent in their choice of materials and in the techniques they use. In lessons the teachers give good consideration to explaining new skills, ensuring resources are appropriate and offering good guidance to individuals as the lesson progresses. In one very good lesson the teacher not only demonstrated how to use water colour pencils for colour mixing and showed pupils how to work on shading but, with enthusiasm, the teacher motivated the pupils to try these techniques for themselves. In their planning teachers allocate equal amounts of time to the teaching of specialist skills. There are specialist art lessons but also opportunities for pupils to practice skills in other lessons. They have access to posters, which remind them of their previously learnt skills and this speeds the learning process.
- 109 Pupils achieve satisfactorily in understanding of colour, texture, line and pattern. They can describe colour mixing techniques and have a good understanding of primary and secondary colours. Pupils in Year 6 can describe and name the work of some famous artists and explain the benefits of the Internet to learn more, for example, about the landscape pictures of Constable. They have a good knowledge of the work of the Impressionists. As part of a recent topic entitled "The Commonwealth Week " all pupils looked at art work from around the world. They enjoyed working with clay, making collages of traditional costumes, and three dimensional models of a Chinese dragon. Through this work pupils have experienced and explored different papers, paints, clay and junk materials. This work has provided good opportunities for the cultural development of pupils. Personal development is promoted well in school and, by Year 6, pupils have developed satisfactory skills of evaluation of their own achievements. They understand the quality of good work and show good levels of appreciation of the work of other pupils.
- 110 Teachers are making good links to the use of information and communication technology and pupils learn more about famous artists through this medium. Particularly successful has been the work with Years 5 and 6 to create a "gallery web site" where each computer in the computer suite shows the work of a different artist and pupils compare and contrast the famous works. Pupils are motivated to learn and enjoy creating pictures on screen. In some lessons pupils are encouraged to create pictures of their own. They create pictures using well chosen software programs linking art and information and communication technology and appropriate to their topic work. In Years 1 and 2 the work currently is linked to a topic on "where we live" and pupils make good progress in creating images of their homes. By Years 5 and 6 pupils are more skilled with information and communication technology graphics work. For example, some good artwork to create posters of "people in action" allowed pupils to practise with moving images and consider the effective use of space on their posters.

111 The coordinator has introduced sketch books as a record of pupils' developing skills and knowledge. As part of the monitoring role there have been opportunities to influence and advise teachers about specialist skills. This specialist support time has been effective in maintaining standards in this subject.

DESIGN AND TECHNOLOGY

112 The standards at seven and eleven years are similar to those found in most schools. At the time of the last inspection standards were deemed to be below expected levels at the end of Year 6. Standards have risen since that time and this is an area of improvement since the last report. All pupils make satisfactory progress as they move through the school.

113 In Years 1 and 2 pupils start to learn the importance of making plans for their models. They are about to embark on making a puppet but, before this, they do two things. The first one is to make a design for the puppet and begin to identify the tools and the materials they will need. The second step is to look at the best way of joining together two pieces of fabric. This builds on earlier learning by not only using different ways of joining, but then evaluating the results. To join the materials the pupils use paper clips, staples, glue and running stitches, and then evaluate which material was the best. As one pupil explained, "using the cross stitch was the most difficult and really slow but it is probably the best way of joining the fabric". After making their puppets the pupils evaluate the results and make comments as to how they could have improved them. One girl wistfully stated, "I should have used stronger glue and then the head would not have fallen off". The younger pupils enjoy their work in the subject; it generates a good deal of discussion and this makes a positive contribution to the work in literacy.

114 By the time the pupils are in Year 6 they know an increasing range of techniques to enable them to adjust their plans when building such complex models as moving toys and fairgrounds. In making such models the pupils were incorporating cogs, gears and pulleys. As pupils get older a wider range of materials is used and they have to make decisions as to which is the best material for the job. Pupils in Year 4 who were looking at pop up books had explored some of the mechanisms used in animated scenes. They could explain how a lever needed to be adjusted in order to provide greater or less movement and as they design their pictures for the pop up book they are able to discuss the most appropriate mechanism to use in order to create the desired effect. Evaluating the finished product is now a firmly established part of the process and the pupils carry this out very effectively and identify strengths and weaknesses in their products.

115 The quality of teaching is at least satisfactory and at times good. Lessons are well planned and build on the previous skills that the pupils have acquired. Pupils' attitudes to the subject are good and there is an obvious enjoyment in the work they do. All the pupils who had made puppets were proud of their efforts and couldn't wait to take them home. A strong feature of the lesson for Year 3 and 4 pupils was the contribution it made to the pupils' personal development. Through very good levels of questioning and good use of praise, the teacher was continually raising the pupils' confidence and their levels of self esteem. Teachers are just beginning to use the information and communication technology suite for design work in design and technology.

116 Management of the subject is satisfactory. There are very clear guidelines, indicating what is to be taught during the two year cycle, and time is allocated to the coordinator to monitor and evaluate the subject. The period of time between the allocated slots for monitoring is, however, too long and does not contribute to having a consistent view of teaching and learning. Training for staff is planned; for example, in December there will be a training day on three dimensional construction.

GEOGRAPHY

117 Standards are satisfactory throughout the school and pupils make satisfactory progress.

118 By the end of Year 2, the pupils identify similarities and differences between coastal and inland regions of Britain. They also know that the physical features of different areas have an impact on

lifestyles. The pupils learn to use geographical skills of mapping when studying their own locality. Having read the book 'Katie Morag', the pupils compare and contrast their own lifestyle with that of an island, in terms of transport, occupations and shopping. However, the pupils' weak writing skills limit the range of writing.

- 119 By Year 6 the pupils have a sound knowledge of their immediate area, through a range of visits and mapping activities. This is a strong feature of teaching, which is satisfactory overall. The pupils' geographical knowledge is extended by studying the coastlines of Britain. During the inspection, the pupils in Years 5 and 6 were observed studying the different coastal areas. They used Ordnance Survey maps to identify beaches that were made of shingle or of sand. The pupils use geographical terms such as headland, bays, cove and arch, and give clear definitions, indicating understanding. Projects, such as 'what is in the news', help the pupils to gain a wider perspective of world geography. Other pupils in Years 3 and 4 investigate the locality and contrast it with that of a village in India.
- 120 The pupils benefit from the use of the locality and of other visits, including residential visits. They consider how to improve the environment. Through their visits to Dartmoor the pupils learn to contrast it with Hanham, for example. As yet, there is a limited range of writing that the pupils employ to record their work in geography.
- 121 The teachers plan half termly topics from a scheme of work which follows the nationally produced guidelines. The planning is satisfactory overall, but there are too few challenging activities for the more able pupils in most classes. There are examples where the teachers use information and communication technology effectively to support pupils' learning in the subject. The use of literacy and mathematics is not yet carefully planned into the curriculum.
- 122 The coordinator gives satisfactory leadership and management. She monitors, planning for coverage and presently reviewing the policy and schemes of work. There is no staff training at present, but the coordinator has a clear idea of how the subject should develop. The evaluation at the end of each unit is used as a suitable means of assessment, but this information is not used to inform future teacher planning.

HISTORY

- 123 Standards by the ages of seven and eleven are in line with those expected for pupils of this age. Taking into account pupils' average attainment as they start school, these standards represent satisfactory achievement for the vast majority of pupils.
- 124 By the age of seven, most pupils understand that people's lives change over time and how things we use also change. In Years 1 and 2 pupils are looking at how teddy bears have changed over time. The teacher has assembled an interesting array of bears both old and new and the pupils are identifying the similarities and differences between the bears. The pupils are quite observant in noticing that bears made at a certain time have pads on their feet whilst others don't. Another group of pupils have a toy timeline and have carried out a survey of toys that their parents and grandparents remember playing with. As they do this work, they collect words that can be used to describe things that are old such as dusty, worn and broken. In this way their learning in history is making a direct contribution to the work in literacy. Famous people in history, such as Florence Nightingale, are studied and, as part of their studies, the pupils reflect on why people did things. This contributes to their learning in spiritual, moral, social and cultural education. A feature of the work in history for the younger pupils is the emphasis on discussion and the good use of artefacts to interest them in the aspects they are studying.
- 125 By the age of 11, pupils can refer correctly to different periods of history, such as the Victorian era and the Romans. In their study of Victorian times they show a good knowledge and understanding of how people lived and the kind of work they did. The study of poor children and working children helps them to understand how fortunate they are and how their own school is a sharp contrast to the schools of that time. In the study of Anglo Saxons the pupils investigate how the language used at that time can still be found in words we use, particularly in place names such as Warwick.

In carrying out this study they use the map of the British Isles to identify places and this helps them with their learning in geography. A particularly good feature of the work of the older pupils is the study of Bristol in the past. In carrying out this study pupils are able to use local resources and study the characteristic features of particular periods. They are able to use first hand experiences to understand how people and places change over periods of time. Work in history is now enhanced by opportunities to use the computer suite, where the pupils are able to access information on the Internet.

- 126 The quality of teaching throughout the school is at least satisfactory and sometimes good. Pupils develop good attitudes to the subject and learning is satisfactory overall. A positive feature of the teaching is the good use of questioning which skilfully increases pupils' understanding and confidence by its range and depth. For example, in Years 1 and 2, when the introduction to the lesson was used to ascertain how much the pupils could remember from previous lessons, good use of praise gave the pupils confidence to respond with their own ideas and suggestions.
- 127 Management of the subject is satisfactory. Clear guidelines are in place to support teachers' planning and these clearly identify the specific history skills to be developed. Resources are adequate and teachers supplement these by collecting their own artefacts. The long periods of time between the opportunities to monitor teaching and learning make it difficult for the coordinator to identify how standards can be raised throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 128 Standards are in line with national expectations at the end of Years 2 and 6. Progress by all groups is satisfactory. This represents good improvement since the last inspection, when standards in Year 6 were below average. Most of this good improvement has been achieved since 2000, when a computer suite was established, and pupils have access to machines for more generous amounts of time. Teachers have improved their own knowledge and skills considerably and teach with greater confidence. The enthusiasm of the subject leader ensures that successful outcomes are achieved, as identified in the carefully constructed four year action plan prepared for the development of this subject
- 129 In Year 2 pupils know the procedures for logging on and know how to access Word programs. They alter text by using the delete button, although sometimes deleting more than they intended and having to correct their mistakes. When writing sentences they know about different fonts and have personal favourites. Those pupils with computers at home have more advanced text handling skills.
- 130 Pupils in Year 6 use spreadsheets competently, exploring the effects of altering variables in order to solve problems. They use CD ROMs and the Internet to find information on other subjects, such as history. They work on tasks with an increasing degree of independence, using word processing skills to present information in a variety of formats. However, pupils' typing skills do not permit them to work as speedily as they might. There are some omissions from the National Curriculum programme of study, but the school plans to introduce this work during the current year. For example, Year 6 pupils have had no experience within school of sending and receiving emails as yet. Although the school possesses a digital camera, pupils themselves have not used it, nor have they used sensors or computer technology to control electrical equipment. They have some knowledge of the everyday applications of computer technology and are becoming increasingly reflective users. For example, they recognise that, in some circumstances, it is more appropriate to read a book than to find information using a web site.
- 131 The school has set up a computer club, operating in the lunch hour. This enables pupils to improve their skills and make better progress than they might do otherwise.
- 132 The quality of teaching is good. Teachers are enthusiastic computer users, often to be found in the computer suite, improving their personal skills. Occasionally they adopt an excessively

instructional style of teaching, which means pupils have too few opportunities to interact and to discuss new skills. Teachers use equipment, including the digital projector, well. In a few instances teachers are unable to manage poor behaviour and this slows the pace of learning. For example, pupils swing on the chairs or fidget with them instead of listening to instructions, so that when they come to try out new skills they are unable to do so. However, there are few lessons in which pupils do not learn well. Where this is the case, it is often because there is insufficient adult support for individual pupils, particularly younger ones, so that the teacher is unable to respond quickly enough when pupils have difficulties. In the best lessons, where thorough knowledge of the subject is combined with a lively pace and very good management of pupils, pupils rapidly assimilate new skills.

- 133 The school has a good commitment to the development of this subject. The subject leader has produced a comprehensive and ambitious plan for the future development of information and communication technology. A programme is in place to provide continuing training for staff, with the current emphasis on using computers in mathematics teaching. Governors are kept well informed about developments and monitor the subject effectively. The school is planning to increase the number of laptops, to provide pupils with more opportunities to use computers across other subjects of the curriculum. The school is aware of some deficiencies in its provision, which it is seeking to remedy. A broader coverage of the National Curriculum is not yet possible, as it is necessary to repeat topics on a one year cycle to consolidate pupils' learning and this does not permit a wide enough programme to be taught. The use of information and communication technology in other subjects, such as music, is also restricted.
- 134 Teachers have inadequate systems for the assessment and recording of pupil progress and, as a result, they are unable to provide more advanced tasks for those with higher levels of skill.

MUSIC

- 135 Standards are broadly in line with national expectations.
- 136 By Year 2 the pupils sing a number of hymns tunefully from memory. They thoroughly enjoy this aspect of their music and sing with enthusiasm. During the inspection Years 1 and 2 pupils were exploring sounds made by different sources. In an effective lesson, the pupils considered ways that sounds could be made in connection with weather types. There was a good link with speaking and listening as the pupils explored different sources of sounds. They followed this session using voices and different percussion instruments to describe the weather. The teacher effectively encouraged the pupils to evaluate their compositions by asking questions, such as, 'why did you use whistling to describe a sunny day?' One suggested that 'sunshine makes me happy'.
- 137 As the pupils move through the school, the overall quality of singing is tuneful and harmonious. The pupils continue to enjoy singing to piano or to taped accompaniment. They listen carefully for the introduction, come in on time and finish crisply at the end. In two part singing the pupils maintain pitch by listening carefully to each other's singing. In Years 3 and 4 the pupils learn to use different musical terms, such as 'ostinato', which they explain as 'keep the pattern repeating'. During the inspection, the pupils were observed reading rhythmic patterns and replicating them by clapping correctly. Records of pupils' work indicate that in Years 5 and 6, during this term, there are opportunities for composition using voices descriptively in response to art images, for example, or to create music using percussion instruments.
- 138 The quality of teaching is satisfactory, overall. Currently, there is no coordinator to lead and manage the subject. The school recognises the need to review and to develop music throughout the school. Because assessment is not used to inform planning, the rate of pupils' progress, although satisfactory, lacks rigour and challenge.
- 139 The pupils have many good opportunities to participate in expert instrumental tuition, such as brass, cellos and violins, which is free to them. There is also keyboard tuition, charged to the parents of participating children. Teachers offer recorder lessons during midday breaks. There is

good take up of instrumental tuition by the pupils. These sessions effectively enrich pupils' musical experiences, help to raise standards and increase opportunities for performance.

PHYSICAL EDUCATION

- 140 During the inspection, lessons were observed in games, dance, swimming and gymnastics. Standards of attainment, in those elements of the subject observed, are at the expected levels in both Year 2 and Year 6. The school's programme of activities, including extra curricular clubs, is open to pupils of all abilities and both genders. As a result, all pupils make at least satisfactory progress and in Years 3 and 4 make good progress in swimming.
- 141 Pupils enter Year 1 with below average skills in coordination and control but gain these skills steadily in the next two years. In Year 2 pupils know the effect that exercise has on their breathing and heartbeat but many do not know why it is important to warm up before undertaking more energetic exercise. Skills with balls and beanbags are variable. For example, some pupils clap twice before catching a ball they have thrown upwards, whilst others forget to watch the ball when they throw it. They are learning to make fluent, linked movements in dance.
- 142 Pupils in Years 3 and 4 visit the swimming pool weekly and make good progress over the course of the two years. Discussions with teachers and a scrutiny of records indicate that most pupils meet nationally expected levels in swimming by the end of Year 6. In Year 6, pupils achieve average standards in gymnastics. All participate fully in the effective introductory warm up. Pupils cooperate well in pairs to create balanced shapes, although few link these balances into a smooth sequence. Pupils are developing good skills in evaluating their performance and that of their peers. As a result, this time of reflection helps them understand the criteria of good performance
- 143 The overall quality of teaching is satisfactory but is better in Years 3 to 6 than in Years 1 and 2, where there are some weaknesses. Teachers' expertise in PE is very variable. Many teachers have very good skills and understanding of the whole range of activities but several require additional guidance on warm up procedures and on dance. There is a good balance between instruction and activity, so pupils have the opportunity to exercise adequately in each lesson. All teachers conduct their lessons with due regard for safety. Long periods of time are allocated for some physical education lessons. Perhaps because of this, there is often insufficient urgency in pupils getting changed for the lesson. Those who are ready quickly have little to occupy them whilst waiting, and behaviour sometimes deteriorates. In a good lesson for Year 5 and 6 pupils effective use was made of photographs taken the previous week to allow pupils to evaluate the quality of their own work. In some other lessons, pupils are not taught clearly enough how to acquire new skills or how they can improve their work. This has a negative impact on pupils' rates of learning.
- 144 There is an appropriate range of extra curricular clubs and activities, mostly open to pupils in Years 4, 5 and 6. These are supplemented from time to time by special events involving a wider range of pupils. For example, in the summer term a football 'world cup' was staged. In Year 6 all pupils are encouraged to participate in a residential visit, which gives them good experience of outdoor and adventurous activities. All this additional provision promotes pupils' moral and social development well.
- 145 The subject leader is well qualified in terms of experience and expertise to oversee the subject. An improvement since the last inspection is that a programme of monitoring of teaching and learning is now in place. However, this is infrequent and the coordinator's knowledge of pupil progress is limited. A positive result of this monitoring is that an appropriate action plan to improve standards is in place. As at the previous inspection, there are some deficiencies in equipment and apparatus. The climbing equipment in the hall cannot be used pending advice on its safety. The school grounds are spacious and provide good facilities for games, but there is insufficient large apparatus for pupils to develop their skills in climbing, coordination and balance. The current arrangements for storing equipment make much of it inaccessible to pupils.

RELIGIOUS EDUCATION

- 146 Standards at the end of Year 6 and Year 2 are in line with the expected levels in the locally agreed syllabus. This represents satisfactory achievement for the great majority of pupils. At the time of the last inspection weaknesses were identified in the pupils' knowledge and understanding of other religions. This is no longer the case and represents an improvement since the time of the last report. There are strengths in pupils' understanding of the importance of their actions and how these can affect others, and in their understanding of Christianity.
- 147 Pupils in Years 1 and 2 are developing a growing awareness of Christianity through their understanding of the stories that Jesus told. They know about special times, both in the lives of people and in the year. They know about the major Christian festivals and recognise how important Christmas and Easter are to Christians. The work they do on precious things looks at how precious things can mean very different things to different people. When discussing what they regard as being precious, an important feature of the work is having time to reflect on their thoughts and ideas. Time for reflection is an important aspect in all the work in religious education and makes a significant contribution to the development of spiritual, moral, social and cultural education. The theme of 'what does it mean to belong?' again raises issues that the pupils need to reflect on in relation to their own lives and those of family and friends. Much of the teaching in religious education is done by discussion, and it is through this discussion that teachers help pupils to come to their own understanding of events. In looking at 'my world' pupils ask questions about themselves and their relationships and what makes us what we are. This helps them to form better relationships in school, through a closer understanding of themselves and others.
- 148 Pupils in Years 3 and 4, who are studying the Hindu religion, demonstrate how much they have remembered from previous lessons. As part of their study they are looking at Diwali and, during the introduction to the lesson, they quickly assemble twelve major features that they can already remember about Diwali. When looking at the festival of Diwali, the pupils once again reflect on the messages in the Diwali cards and give very thoughtful responses as to why people sent them. In the same year groups the pupils continue to learn about Jesus and the kind of person he was, once again looking at stories and at written accounts in the Bible. The continuing thread of looking at our own lives that runs through the religious education syllabus incorporates the aspect of choices. Pupils reflect on the many personal choices that people can make in their lives and they begin to understand the implications that particular choices can have for us. By the time pupils have reached Year 6 they have covered a wide variety of topics and have gained a substantial amount of knowledge about Christianity and other world faiths, as well as examining themselves as people and their feelings and views about aspects of life. Having looked at some of the leaders of different faiths they tease out the qualities as to what makes a great leader and the kind of qualities people admire when looking for a leader.
- 149 Teaching and learning in the lessons seen were never less than satisfactory, and at times were good. Good use was made of introductions to lessons to recap on the knowledge and understanding the pupils had acquired. Lessons were well placed, with varied activities and plenty of time for discussion. When it is appropriate the pupils have access to the computer suite, where they can access the Internet. An example of this is where pupils accessed the virtual church to find information to support their study. The good use of praise helped pupils to gain in confidence and to contribute to the discussions. All pupils were fully included in the lessons and those who needed it received sensitive support.
- 150 The subject is well managed. Some monitoring of teaching takes place and, through work sampling and conferences with pupils, the coordinator is able to evaluate how well the different aspects of the subject are being covered. Assessment is seen as an area for development by the coordinator and this is in the subject's future plans.