

INSPECTION REPORT

ST MARY'S C OF E VA PRIMARY SCHOOL

Portbury

LEA area: North Somerset

Unique reference number: 109272

Headteacher: Mrs Carole Sharp

Lead inspector: Dr John Collings

Dates of inspection: 6th – 8th October 2003

Inspection number: 257831

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	93
School address:	Church Rd Portbury Bristol
Postcode:	BS20 7TR
Telephone number:	(01275) 372066
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P O'Hara
Date of previous inspection:	21 st September 1988

CHARACTERISTICS OF THE SCHOOL

The school is significantly smaller than average with three mixed-age classes through Key Stages 1 and 2. Children in the Foundation Stage are taught in a single class. The school takes pupils of wide-ranging ability, who are average overall. The number of pupils with special educational needs is below average and one pupil has a statement of special educational need. The number of pupils eligible for free school meals is below the national average. The number of pupils for whom English is not/believed not to be their mother tongue is higher than most schools. Three pupils joined the school and 12 left at other than the usual times. The reasons for the high number leaving are legitimate and do not reflect on any school provision. This is a voluntary aided school and as such religious education and collective worship were not part of this inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20752	John Collings	Lead inspector	Mathematics, science, information and communication technology, art and design, design and technology, music, physical education.
31758	Edward Tipper	Lay inspector	
31075	Daphne Harris	Team inspector	Foundation Stage, English, history, geography.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school which gives **good** value for money. Pupils enter the school with broadly average levels of attainment and leave with well above average levels.

The main strengths and weaknesses

Strengths

- Standards in English and mathematics in Key Stage 1 and Key Stage 2.
- Science at Key Stage 2.
- Teaching and learning are good.
- Leadership and management are good.
- Pupils achieve well and their attitudes and behaviour are good.
- Provision for spiritual, moral, social and cultural development is good.
- Links with parents are good, and parents and pupils are very satisfied with the school.

Weaknesses

- Writing across the school.
- Outside provision for the Foundation Stage.
- Lack of available space in the hall for physical education.
- Limited provision to prepare pupils to live in a multicultural society.

Improvement since the last inspection is **good**. As a result of good leadership and management, there is a clear vision and long-term planning. This has resulted in an improvement in teaching and learning so that standards have improved, particularly by the end of Key Stage 2. With the development of a computer suite, standards in information and communication technology are now in line with expectations and there are now clear schemes of work to aid teachers' planning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	B	A	C
mathematics	E	B	A	C
science	E	C	A	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' **achievement is good**. Overall, pupils enter the school **broadly average** and leave **well above average**. The school has small numbers of pupils in each year group so that each pupil's grade has much greater significance than that found in most schools. Each pupil can influence the overall grade by as much as ten per cent. In the Foundation Stage pupils are achieving well and are well on line to securely reach the Early Learning Goals (the goals children are expected to reach by the end of reception) before they enter Key Stage 1. Results of national tests at the end of Key Stage 1 in 2002 showed pupils achieved well to reach standards that were well above average in reading and above average in writing and mathematics. When the results of pupils in Year 6 in 2002 are compared to their prior attainment at the end of Year 2, their progress is satisfactory. However, the inspection team judge that current Year 6 pupils achieve well, make good progress and are working well above average in reading, mathematics and science.

The development of pupils' attitudes and personal qualities is **good** and they behave **well**. Provision for pupils' social development is **good** and attendance is **satisfactory**. The provision for spiritual, moral, social and cultural development is **good** overall. However, there is limited planned provision to prepare pupils to live in a multicultural society.

The numbers of pupils in each year group are small so any statistical analysis of any differing progress of boys and girls are meaningless. No significant differences were identified during the inspection.

QUALITY OF EDUCATION

The school provides a **good** quality of education. The quality of teaching and learning is **good** throughout the school and is the main reason why pupils achieve well and reach high standards. Teaching is good in English and mathematics throughout the school but satisfactory in science at Key Stage 1 and good at Key Stage 2. The teaching of information and communication technology is satisfactory and consequently pupils make satisfactory progress.

The curriculum is **satisfactory** overall. It is **good** in the Foundation Stage and **satisfactory** in Key Stages 1 and 2. The school has identified the need to improve the curriculum by increasing the number of cross-curricular links between subjects so that the knowledge, understanding and skills learnt in one subject can be consolidated and applied in another. The support advice and guidance given to pupils are **good** as are the school's links with parents. Links with the community, pupils' care, and health and safety are **satisfactory**.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The governance of the school is **satisfactory**. The leadership of the headteacher and other key staff are **good**. The effectiveness of management is **good**. This is a significant improvement since the last inspection. There is now a clear school improvement plan and performance management targets for all staff. These have created a good team committed to raising standards in all aspects of the school. The headteacher only began her headship at the beginning of this term and is currently without the support of a deputy headteacher. The governing body is very supportive but does not strategically influence the school's development and direction sufficiently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents are very supportive of the school. They think it is well managed, their children are treated fairly and expected to be responsible, and there are good arrangements for introducing children and their parents to school. Individual parents have concerns but the vast majority does not share these. A significant minority of parents would like the school to seek their views more actively and provide them with support in helping their children do their homework. Overall, pupils are happy with school but younger pupils don't always feel other pupils behave well. The inspection team found no evidence to support this.

IMPROVEMENTS NEEDED

The most important things the school should improve are:

- Writing across the school.
- The outside provision for the Foundation Stage.
- The available space in the hall for physical education.
- Continue to develop planning to improve cross-curricular links.
- Improve planned opportunities to prepare pupils to live in a multicultural society.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Foundation Stage **are in line** to meet the Early Learning Goals¹ before entering Key Stage 1. Standards in English and mathematics are **good** at Key Stage 1 and **satisfactory** in science and information and communication technology. At Key Stage 2 standards in English are **good**, and in mathematics and science **very good**. Within English, pupils' writing is not as good as their reading. Pupils, including those with special educational needs, achieve well throughout the school, with pupils generally improving at a faster rate than expected. No significant differences between the achievement of boys and girls were identified.

Main strengths and weaknesses

Strengths

- Pupils achieve well as they enter the school with wide ranging but overall average attainment but leave well above national averages.
- Key Stage 1 standards in English and mathematics.
- Key Stage 2 standards in English, mathematics and science.
- Reading throughout the school.

Weaknesses

- Writing throughout the school.

Commentary

1. It should be remembered in all the following comparisons that the school's numbers are small and consequently one pupil's result has a disproportional effect on the school averages.
2. Pupils in the Foundation Stage have only been in the school a few weeks. However, they are making good progress towards the expectations of the Early Learning Goals and achieve well.
3. As in previous years, children enter Key Stage 1 broadly achieving the standards expected for their age. By the end of Key Stage 1, pupils' average point scores² for 2002 show they are achieving significantly better in reading and mathematics than nationally (see table below) and the high standards were maintained from 2001 to 2002. Standards in writing have broadly matched the national average. When compared with similar schools in the 2002 national assessments, pupils were well above average in reading and mathematics and above average in writing.
4. At the time of writing, national comparisons for the 2003 results are not available. However, preliminary analysis of the 2003 results and the work seen during the inspection indicates that the high standards have been maintained and there has been an overall improvement in

¹ The Early Learning Goals are a set of knowledge, understanding and skills that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development; and personal and social development.

² All levels of the national curriculum are awarded a point score. The expected average points at age eleven is 27. The national average score for all pupils taking the test is then used as a comparison to grade English, mathematics and science in individual schools each year. Tables are adjusted to reflect the national averages before grades are given. The grades are shown in the summary report.

writing. As pupils enter the key stage broadly average, this represents good progress and pupils are achieving well.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	17.7 (17.2)	15.8 (15.7)
writing	15.1 (14.6)	14.4 (14.3)
mathematics	17.6 (18.1)	16.5 (16.2)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

- At Key Stage 2, pupils also achieve well. There were only ten pupils in the 2002 cohort (see table below). Overall, pupils in 2002 were nearly two terms ahead of expectations for their age (at Key Stage 2, one average point score represents 1 term's expected progress). When compared with schools showing similar results for this cohort at Key Stage 1, standards were satisfactory in English, mathematics and science, but when compared with schools that have a similar number of free school meals, standards were well above average.
- As for Key Stage 1, at the time of writing, national comparisons for the 2003 results are not available. However, preliminary analysis of the 2003 results and the work seen during the inspection indicates that the high standards have been maintained and there has been an overall improvement in writing.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.8 (28.3)	27 (27)
mathematics	28.8 (27.7)	26.6 (26.7)
science	30 (27.7)	28.3 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

- Each subject of the National Curriculum is composed of different attainment targets, which reflect different aspects of learning within a subject. Within English, standards in speaking and listening are good, in reading well above average and writing average. The lower standards in writing, compared to the other aspects of English, reflects the national trend. The school is systematically increasing the number of opportunities to use and apply different forms of writing across the whole curriculum. However, pupils achieve well across all aspects of English, with pupils working hard and demonstrating good progress.
- Standards in mathematics in 'number', 'shape, space and measures', and 'data handling' are above average, however, standards in the 'using and applying' aspect of mathematics is satisfactory. The reason for this is largely due to a lack of opportunities to consolidate the mathematical knowledge, understanding and skills learnt not only in mathematics, but in other areas of the curriculum. The school recognises this and as with writing in English, is identifying where cross-curricular links can be made with other subjects such as geography and science, to promote and extend opportunities for pupils to consolidate their learning. Pupils achieve well overall and make significantly better than the expected progress.
- Standards in science at Key Stage 1 are judged by teacher assessment. The standards at Key Stage 1 in 2002 were above average overall but varied significantly between the attainment targets. Standards seen during the inspection were judged as meeting expectation in all

aspects of the subject. Standards at Key Stage 2 are well above average in all aspects of the subject except scientific enquiry, where standards are average. Overall, pupil achievement is good in science but, due to lack of opportunities to develop pupils' scientific enquiry skills systematically, they show limited independence in these skills by the end of Year 6.

10. As a result of systematic teaching and development of information and communication technology skills since the last inspection, standards are satisfactory at both key stages. Pupils' achievement is also satisfactory. Achievement is not as good as in English, mathematics and science because information and communication technology is treated largely as a discrete subject and the skills learnt are not sufficiently used as tools to be applied, consolidated and used in other parts of the curriculum.
11. In other subjects where a secure judgement is possible, pupils' knowledge, understanding and skills are in line with national expectations.
12. Pupils with special educational needs receive good support and, as a result, make good progress in relation to their prior attainment.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to their work and towards others in the school are **good**. Their spiritual, moral and social development is also **good** and their appreciation of their own and others' cultural traditions is **satisfactory**. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

Strengths

- Pupils' positive attitudes to learning, supported by their high standards of behaviour, help them to make good progress at school.
- The school enables pupils to develop a wide range of social skills and instils in them a strong moral code.

Weaknesses

- Pupils are not given enough opportunities to explore other peoples' cultures.
- The school does not do enough to discourage parents from taking pupils away from school, especially to go on holiday.

Commentary

13. Pupils are enthusiastic in their approach to lessons and in their contribution to extra-curricular activities. They work and play well together, both in pairs and larger groups, and teachers get to know their pupils as individuals very well; pupils are very appreciative of this. Pupils behave themselves well in the playground, the hall and around the school, and bullying is not seen as a major problem by parents, pupils or teachers. These views were supported by what was seen during the inspection. The overall positive nature of pupils' attitudes and behaviour helps create an atmosphere where learning can flourish.
14. Pupils learn respect for other people and their property through personal, social and health education (PSHE) lessons; the adults within the school constantly reinforce this in their words and actions. They are also taught the principles of 'right and wrong' through the constant enforcement of school and class rules and, as a result, inappropriate behaviour is kept to a minimum. Pupils benefit from a system promoting equality of access to everything the school does. They learn to live harmoniously with one another and to care for each other. Older pupils are 'buddies' to the younger ones and accompany their charges to assembly, and

several instances were seen of their looking after them during the school day. Pupils are beginning to take responsibility through self-evaluation of how well they are reaching their individual targets. The school council is still in the process of formation. However, in one lesson where its operation was being discussed and trialled, the pupils showed their understanding of how to identify, discuss and agree in a socially mature way. They relate very well to adults in the school and treat visitors in a friendly, but respectful, way.

15. Pupils are given some opportunities to experience aspects their own culture through, for example, participation in the annual Colston Hall concert for schools and by attending music workshops with other schools. However, visits to museums, theatres and art galleries are limited in number. Similarly, pupils receive little exposure to different cultures and, consequently, are not fully prepared for life in a multicultural society. The rich diversity of cultural experiences afforded by the nearby city of Bristol has not been sufficiently exploited.

Attendance

16. While attendance is in line with national figures, the school is experiencing an increasing number of situations where parents take their children away on holiday during term-time, to the detriment of their children's education. It does not operate appropriate methods of information and persuasion to reverse this trend.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.4
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

ETHNIC BACKGROUND OF PUPILS

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
90	0	0
3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education with all pupils included. Teaching and learning are **good**. Assessment procedures and their use to inform further teaching are also **good**. The curriculum, staffing and resources are **satisfactory** but the accommodation is **unsatisfactory**. Pupils' care, welfare, and health and safety are **satisfactory** and the support advice and guidance given to pupils is **good**. There are **good** links with parents and **satisfactory** links with the community and other schools and colleges.

Teaching and learning

17. Teaching is good in the Foundation Stage and Key Stages 1 and 2. No unsatisfactory teaching was seen. Pupils' good achievement is largely as a result of the good teaching. The quality of

assessment of pupils' work in the core subjects of English, mathematics and science is good. Assessment in the Foundation Stage is very good.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	8	5	0	0	0

Main strengths and weaknesses

Strengths

- Good relationships between teachers and pupils.
- The increasing use of cross-curricular planning.
- The planning, teaching methods and teachers' knowledge, which are used to stimulate pupils' interest and challenge their thinking.
- Insistence on high standards of behaviour.
- Assessment is used effectively to guide teaching and learning.

Weaknesses

- The planning to apply and consolidate the knowledge, understanding and skills learnt in one subject in another is underdeveloped.
- Assessment and planning work for Key Stage 1 science is inconsistent.

Although satisfactory overall;

- Some lessons lack pace and a suitably wide range of expectations to ensure all pupils are appropriately challenged.
- Previous marking has given insufficient explanation to pupils on how to improve their work.

Commentary

18. The strengths in teaching significantly outweigh the areas for improvement. Teaching is well monitored by the headteacher and there is a developing programme of monitoring to ensure subject leaders have time to monitor teaching in their subjects.

Good relationships between teachers and pupils.

19. In the vast majority of lessons observed, teachers' good relationships with pupils encouraged good behaviour and positive attitudes to work, and ensured all pupils were included. This significantly impacts on learning and the standards attained, as pupils want to please their teachers, generally work hard and achieve well. For example, in a Year 3/4 English lesson, where the use of humour engaged pupils in exploring narrative to find non-literal expressions that gave 'colour' to text, for example, 'jumped out of their skin'.

The increasing use of cross-curricular planning.

20. This is a developing area for the school and is part of the school improvement plan. This approach facilitates pupils' learning through the application and consolidation of the knowledge, understanding and skills learnt in one subject in another. Some good examples were noted: the interpretation of a computer-generated line graph in science to support mathematics; the use of visitors in history to stimulate pupils' interest in historical text in English; and the use of spread sheets in information and communication technology to support mathematics.

The planning, teaching methods and teachers' knowledge, which are used to stimulate pupils' interest, and challenge their thinking.

21. Where teaching is good or better, a significant element is teachers' good subject knowledge, which provides a variety of well-planned stimulating lessons, challenging pupils' thinking and developing their learning. For example, this was particularly evident in the Year 5/6 class, where pupils were expected to explain why the graph of temperature over time was a curve rather than a straight line. All responses were respected and many responses showed understanding well above expectations and clearly came from the application of pupils' previous knowledge and understanding.

Insistence on high standards of behaviour.

22. Teachers have good strategies to ensure pupils behave well, enabling all to learn effectively. Significantly, lessons are interesting and, in the majority of cases, have good pace and challenge the full range of ability. Teachers are encouraging and have clear expectations, which in turn raises pupils' achievement, for example, the improvement in rhythm and singing in a Year 2 music lesson. The behaviour policy is applied consistently and teachers listen to and respect their pupils' responses to questions, include all and have a sense of humour.

Assessment is used effectively to guide teaching and learning.

23. The school has worked hard since the last inspection and has successfully established consistent systems for assessment and recording in the core subjects of English, mathematics across the school, and science at Key Stage 2. Assessment is an integral part of everyday teaching to ensure pupils learn effectively. Teachers' good questioning techniques posed questions to encourage pupils to think very carefully about their answers. Assessment in the Foundation Stage is very good and used well to effect children's learning.

The planning to apply and consolidate the knowledge, understanding and skills learnt in one subject in another is underdeveloped.

24. While there are some good examples cited above, where one part of the curriculum supports another, overall, this is underdeveloped, for example, the use of a planned theme to link a range of subjects such as art and design, design and technology, history and English. This is also true in information and communication technology, where cross-curricular planning is not systematically used as a tool to support learning. However, it is part of the school improvement plan to increasingly develop meaningful links.

Assessment and planning work for Key Stage 1 science is inconsistent.

25. Pupils' work and discussions with teachers and pupils shows that standards vary year on year and across different aspects of the subject. However, by the time pupils reach Year 6, standards are consistently high. This indicates that the assessment and planning for Key Stage 1 science is inconsistent. The school is aware of this and has already adopted tighter assessment procedures to improve learning through clearer expectations based on pupils' prior knowledge and understanding.

Although satisfactory overall, some lessons lack pace and a suitably wide range of expectations to ensure all pupils are appropriately challenged.

26. The school has mixed-age classes and the abilities of different cohorts of pupils vary from year to year. This makes planning for the full range of ability in each class very difficult. In a few lessons, lack of pace and suitable range of expectations to ensure all pupils were appropriately challenged, resulted in not all pupils making the progress they could.

Although satisfactory overall, previous marking has given insufficient explanation to pupils on how to improve their work.

27. The school has recognised that marking has not always explained sufficiently to pupils how to improve their work. The use of more informative marking is part of the school improvement plan and is evident in much of the work completed since the start of this term. The assessment in the foundation subjects (art and design, design and technology, geography, history, information and communication technology, music and physical education) is established but is not yet being used sufficiently to inform learning.

The curriculum

The overall quality, breadth and balance of the curriculum is **good** in the Foundation Stage and **satisfactorily** meets the National Curriculum requirements in all subjects in Key Stages 1 and 2. Extra-curricular provision is **satisfactory**. The quality and quantity of resources is **satisfactory** but aspects of the accommodation are **unsatisfactory**.

Main strengths and weaknesses

Strengths

- The school's development of schemes of work in line with national requirements ensuring all pupils are included.
- The increasing development of links between subjects.
- Provision for spiritual, moral and social education.

Weaknesses

Although satisfactory:

- There is limited planned provision to prepare pupils to live in today's multicultural society,
- Some curricular links between subjects are not systematically planned,
- The curricular provision for pupils moving from reception into the Year 1/2 class does not fully meet their needs.
- The computer suite is insufficient to take a whole class.

- There is no secure outside area for pupils in the Foundation Stage.
- There is too much stored in the hall to ensure there is sufficient space for older pupils to carry out aspects of physical education safely.

Commentary

28. The curriculum is reviewed regularly and the school recognise that much can be gained by careful planning to enable the knowledge, understanding and skills learnt in one area of the curriculum to be applied and consolidated in another. A good example was seen in literacy, where Year 3/4 pupils' work in history was used to stimulate pupils' interest and involvement to engage in narrative writing.
29. The school has recognised such links enhance learning and are gradually revising the curriculum to exploit them further, for example, to identify closer links with mathematics, science, and information and communication technology.
30. While most subjects identify some use of information and communication technology, for example, the use of the Internet for research in history, and the use of spread sheets in mathematics, the potential of information and communication technology to support subject learning while applying and consolidating these skills is not fully utilised.

31. The provision for pupils' spiritual, moral, social and cultural education is good overall, however, opportunities to prepare pupils for life in our multicultural society are often missed, for example, visits to the rich and vibrant mix of cultures in Bristol.
32. Some Year 1 pupils find the move from the Foundation Stage to Year 1 difficult. More consideration needs to be given to enabling pupils to adapt to the very different requirements of the Key Stage 1 National Curriculum, particularly within a Year 1/2 mixed-age class.
33. The range of extra-curricular activities is satisfactory. A reasonable range of activities rotates throughout the year, including sports, fitness and music. The school has sufficient resources, although the computer suite is too small to accommodate a whole class at a time. This is addressed through good use of classroom assistants to supervise pupils in the classrooms on class-based computers. The school has sufficient teachers and support staff.
34. Provision for pupils with special educational needs and for personal, social and health education is good. The school is currently reviewing its personal, social and health education provision to include a greater emphasis on citizenship and developing pupils' sense of responsibility and awareness of the views of others.
35. Children in the Foundation Stage do not have a secure designated outside area. They have no free access to large equipment, such as large wheeled toys and fixed climbing frames. This is addressed through time-tabled time outside but this is not considered 'best practice'.
36. The hall is small. It would be sufficient for the dance and gymnastics aspects of the National Curriculum for physical education if pupils had access to the whole space. With a range of equipment stored around the edges and the library taking a significant amount of space at one end, the current space is too small. This particularly inhibits dance and gymnastics for older pupils.

Care, guidance and support

The school makes **satisfactory** provision for the care, welfare, health and safety of pupils. It provides them with **good** support, advice and guidance and seeks and acts on their views in a **satisfactory** manner.

Main strengths and weaknesses

Strengths

- Ensuring that each pupil develops a very trusting and supportive relationship with at least one adult in the school.
- The arrangements for introducing pupils new to the school.

Weaknesses

- Some health and safety issues which have been drawn to the school's attention.

Commentary

37. All members of staff get to know pupils well on an individual basis, ensuring they have someone to turn to if they have any problems or concerns. Parents are very appreciative of the personal support their children receive and pupils confirm these views. In addition, the 'buddy' system works very well in allowing older pupils to provide support and guidance for younger ones.

38. The school has developed good links with parents of children prior to their joining the reception class and integrates their children well into the life of the school. Contact is primarily made through the local playgroup, whose children visit the school on several occasions during the year. These good contacts are further developed through a special introductory evening at the school in July, where parents receive a very informative booklet prior to their children joining, and a curriculum meeting in the autumn term, where they find out what their children will be learning and how they will be taught. Pupils who arrive during the school year are also integrated well and are assigned 'class buddies', who help them settle in. Parents are particularly appreciative of the way they and their children are prepared for such an important event in their lives.
39. Overall, pupils live in a safe environment. The headteacher and governing body have been informed of various health and safety issues identified by the team.

Partnership with parents, other schools and the community

The school has developed a **good** partnership with its pupils' parents and carers and has established **satisfactory** links with the local community and other schools and colleges.

Main strengths and weaknesses

Strengths

- Parents make a good contribution to pupils' learning both at school and at home.
- Parents receive regular information about their children's progress.
- The school has developed a good relationship with its main receiving secondary schools.

Weaknesses

- The school has not fully exploited the value of the wider community to broaden its pupils' experiences.

Commentary

40. Parents are very supportive of the work of the school and provide help for their children at home by listening to reading and helping with homework, where appropriate. They are encouraged to help in the daily life of the school and several take up the opportunity to do so. The Friends of Portbury School Association, run by a committed band of volunteers, organise a variety of fund-raising and social events throughout the year. They raise a considerable sum of money annually, which is used to benefit the academic, personal and social experiences of pupils.
41. Opportunities for parents to discuss their children's progress with teachers occur once a term. The meetings are held at both ends of the school day and in the evening to encourage full parental attendance. Meetings in the autumn term centre on setting targets for pupils and, in the spring, targets are reviewed and revised as necessary. The meetings in the summer concentrate on reviewing the pupils' overall progress during the year and the annual reports. The system is clearly successful and appreciated by parents who are, as a result, kept regularly informed about their children's academic progress and their personal development. The annual written reports are, however, rather too brief and could provide more information on what pupils need to do to improve their performances in particular subjects.
42. Co-operation with secondary schools is good. For example, to support pupils' transfer from primary to secondary education, St Mary's teaches 'transition units' in mathematics and information and communication technology, with units in English also planned. One secondary school has been part of a successful bid for technology status and is collaborating with St

Mary's in, for example, design and technology. Working relationships are also being developed in art and design and a secondary teacher runs science activities within the school. Pastoral members of the secondary school's staff visit the school to talk to Year 6 pupils and ensure they experience a smooth transition between the two schools. These joint projects are proving useful in developing pupils' learning.

43. The school has established good links with the village church, whose rector takes assemblies, helps in religious education lessons and welcomes the children to services in the church throughout the year. There are also visits by representatives of the Scripture Union, Bristol Rovers Football Club and Somerset County Cricket Club, and valuable relationships have been forged with old-age pensioners, both locally and in Bristol. However, its village location means that the school has to look further afield to provide its pupils with the wide range of experiences necessary to enrich their learning. While it has looked to build relationships with businesses in the surrounding area, it has achieved very limited success. For example, while it has a link with the nearby motorway service station, this has not been fully developed in terms of creating a school project which involves the organisation. Also, little has been done to develop contacts with organisations and people within the wider community, such as nearby Bristol or through the Internet.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The governance of the school is **satisfactory** and is developing further. The leadership of the headteacher is **good**. The headteacher, with key staff, provide **good** leadership. The effectiveness of management is **good** overall.

Main strengths and weaknesses

Strengths

- The headteacher is creating a positive ethos in which each member of staff is valued and supported.
- The school improvement plan is being developed with identification of actions which need to be taken in each subject area.
- The governors, headteacher and staff are focused on improving standards further.
- All staff work as an effective and supportive team.
- The governors, the new headteacher and key staff share a clear vision.
- Governors have a good understanding of the strengths and weaknesses of the school.

Weaknesses

- The governing body is not yet having a strategic influence on the school's development.
- Monitoring of classroom practice by key staff is not sufficiently determining the actions for the school development plan.

Commentary

44. The governance of the school is satisfactory. The governing body supports the school and has a clear vision for its continued development. The governors have detailed the strengths and weaknesses of their roles and have identified areas for development. The governors perform all the statutory duties as required and have the relevant policies in place. The governing body operates its performance management policy effectively and does understand and review the school's data on the progress the pupils are making. Some governors visit the school on a regular basis but their monitoring role requires further development to ensure they are effective in challenging and providing effective support. Although the governing body does review the school development plan, it has not strategically influenced its development and direction.

45. Leadership of the headteacher is good. She only began her headship at the beginning of this term. She is already leading the staff forward as she develops a positive and motivating ethos. She has identified areas of development and through good support made significant improvements in teaching and learning. The school improvement plan clearly addresses the major issues for improvement and reflects the issues identified in this report. The headteacher is currently without the support of a deputy head and therefore is carrying a dual role until an appointment is made.
46. The leadership of key staff is also good. The co-ordinators have a clear role and contribute to the improvements in standards. This is an improvement since the last inspection. Co-ordinators evaluate planning, review data, sample pupils' work and discuss progress with their colleagues. This has impacted on their knowledge of the teaching of their subject and they have developed action plans from the information they have and these are feeding into the school development plan. However, co-ordinators have had limited opportunities to observe in classrooms; the development of this aspect of the co-ordinators' role is part of the school improvement plan. The headteacher is implementing classroom observations and plans to make this a regular practice, and use agreed feedback with action points to inform planning and raise standards still further. This approach has already had an impact in raising expectations in the Foundation Stage.
47. The effectiveness of management is good. Through good assessment and analysis of results, the headteacher and key staff are very clear about the strengths and weaknesses of the school and are working well together to address the areas where improvement is required. Performance management is well established and each teacher has personal targets as well as those for their roles as co-ordinators. Target setting for pupils is well established and embedded into teachers' performance management targets. The assessment of pupils' progress in English, mathematics and science are generally well established and this has enabled the school to plan effective learning and maintain high standards. The school is exploring more effective ways to extend this good practice to monitoring pupils' progress in foundation subjects.
48. Although the headteacher was not responsible for setting the present budget, she is already beginning to monitor expenditure. She understands the principles of Best Value. The governors' finance committee meets regularly to review and report to the full governing body. The school has complied with all recommendations from the last financial audit.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	295,811
Total expenditure	307,156
Expenditure per pupil	3,071

Balances (£)	
Balance from previous year	39,868
Balance carried forward to the next year	28,523

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. Children enter the reception class in the year in which they are five. Most children attend full-time. Parents are provided with clear information about starting school and are encouraged to help their children at home.
50. The provision in the indoor accommodation is good with planned areas of learning providing the children with opportunities to develop their skills. Although there is access to the outside, the area is not separate from the rest of the playground and equipment is only put out at certain times. There are plans to address this but they are in the early stages at present. The nationally-recommended Foundation Stage curriculum is followed, covering the six areas of learning - personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, and creative development - from which progress and standards can be measured. This curriculum promotes the Early Learning Goals (the standards expected for their age) and all children have access to it.
51. The new assessment profile for the Foundation Stage was completed at the end of the summer term for the children's first year in school with the results shared with parents. These show that the majority achieved the Early Learning Goals, with a few children exceeding them, except in writing. Children enter the reception class with standards that are broadly average when compared to children of a similar age. Already this term, detailed records are being kept of what children can do on entry and this is supported by additional evidence from parents and the child's pre-school setting. The parental information is particularly valued. This is informing planning, which is an improvement on the previous inspection. At the time of the inspection, children had only been in school five weeks. However, as a result of good quality teaching and the good opportunities for learning provided, all children are beginning to make good progress and achieve well, and are likely to fully meet the Early Learning Goals by the end of the year. The reception class is well led by the teacher and ably supported by the classroom assistant.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

Strengths

- Good quality teaching.
- Very good support provided for all children.
- Effective planning.

No significant weaknesses.

Commentary

52. All children are well cared for and supported. They come into the class happily at the beginning of the day. They quickly settle into the class routines of self-registration, putting up hands to answer questions and listening to others. Children are making choices and beginning to concentrate on a chosen activity, such as working on the computer or tracing pictures.
53. Children are beginning to co-operate with each other, although some find it difficult to take turns, such as when playing the game of "There was a princess long ago". Most children are beginning to show concern for others and are responding to feelings, such as when a child was ill during the morning. The "buddy" system, where the Year 6 pupils partner a reception child for assemblies and reading, develops another positive relationship within the school.
54. The high expectations of the teacher and the assistant, and the opportunities given to the children through the good teaching, enable them to make good progress in this area, and the majority are achieving what is expected for their age. Staff form good relationships, ensuring that children are happy and relaxed, and benefit fully from activities. Staff are encouraging in their conversations with children and, when needed, they quietly reinforce the rules, praising and rewarding effort. Last year, most children achieved the Early Learning Goals and the vast majority are expected to achieve them this year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weakness

Strengths

- Good, and sometimes very good, teaching.
- Very effective planning to support this area of learning.
- Development of language.
- Development of reading.

Weaknesses

- Lack of achievement in writing last year.

Commentary

55. With support and security, children are becoming confident communicators with adults and each other. Good opportunities are provided for children working in small groups with adults to express their ideas and opinions. This is similar to the previous inspection.
56. When playing with sand and water, the teacher used her questioning to develop the children's understanding and use of prepositions such as in, on, under and over. In whole class sessions, skilful questioning helps them to gain confidence and speak in a larger group, particularly with "Tiny Ted", a bear that goes home with a child every night.
57. The children enjoy books and take them home to share with other adults. They are beginning to learn letter sounds through tapes, books and singing. Most children are developing good pencil control and have no difficulty colouring within shapes; they are beginning to copy letters in the sand, with paint and with their pencils. Children often choose to "write" in the writing corner.
58. As three-quarters of the children did not achieve the Early Learning Goals in writing last year, the teacher is focusing on developing the skills and the purpose for writing this year. The majority of children at the present time are at least at the expected levels for speaking,

listening, reading and writing, and are therefore likely to fully achieve the Early Learning Goals by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

Strengths

- Good quality teaching.
- Opportunities taken to extend children's number knowledge through play.
- Effective planning to support this area of learning.

No significant weaknesses.

Commentary

59. Opportunities are used to develop counting, such as when discussing the number of things the "Hungry Caterpillar" eats. One child responded that if you covered one up, it is one less, whilst others are not always secure in their counting. The language of mathematics is carefully developed and children are encouraged to use the correct terms in their oral answers.
60. The large shapes are used effectively to make pictures on the floor whilst smaller ones are used to draw round and to become familiar with their properties. The majority of children at the present time are at least at the expected levels in their mathematical development and are therefore likely to fully achieve the Early Learning Goals by the end of the year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

Strengths

- Good quality teaching.
- Very good questioning.
- Good support for developing the use of correct terminology.
- Very effective planning.

No significant weaknesses.

Commentary

61. During the inspection, the effective teaching by the teacher and classroom assistant led children to discover about the world around them. This is an improvement since the last inspection. The planning of a range of activities encourages the children to use all their senses. Children are beginning to develop control when using the computer and, with some very good support, are able to print their names.
62. During one period, the teacher asked each child to describe an object from a feely bag. They used their prior learning from the previous week to describe what it was made of, then decide

whether it went in a hard or soft 'set' according to their agreed way of sorting the objects. The children made good gains in their knowledge as a result of the very good teaching. Last year all pupils gained the Early Learning Goals for this area and this is more than likely to be the case this year.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

Strengths

- Good quality teaching.
- Well-planned time.

Weaknesses

- Lack of a designated outside play area that is secure.

Commentary

63. From last year's records, the evidence shows that the children leave the reception class achieving the expected standard in the Early Learning Goals in both movement and in using tools to paint, write and cut. This year, they are already using paint and construction toys with confidence, developing their co-ordination with throwing and catching, riding tricycles and in dance games. As a result of good teaching, they are therefore very likely to meet the expected standards by the end of the year.
64. The outdoor coned-off area is used well in the planned outside time with both adults supporting and developing skills. However, it is not a designated area and there are no physical barriers to separate it from the rest of the playground and access has to be limited. There is no fixed equipment and it is difficult for staff to integrate its use across the areas of learning.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

Strengths

- Good quality teaching.
- Good support for all children.
- Effective planning.

No significant weaknesses

Commentary

65. Last year, all the children achieved the Early Learning Goals. By the time children leave the reception class, the vast majority are expected to achieve the standard in this area. Children's artwork is carefully displayed and is developing well. The range of activities is presented through photographic evidence and examples presented for analysis. Teaching is good and children have a wide range of opportunities to develop their skills and imagination. This is an improvement on the previous inspection when it was weak area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

Strengths

- The co-ordinator provides good leadership.
- Teaching is mainly good and sometimes very good.
- Pupil attainment is above expectations overall.
- Effective planning.
- Standards in reading are good, or very good, across the school.

Weaknesses

- Writing standards are lower than reading.
- Not all pupils aware of their targets.
- Writing for a purpose is underdeveloped.
- Opportunities for writing in other subjects are underdeveloped and not included in planning.
- The library is under used and a new system needs establishing.

Commentary

66. Teachers provide good opportunities for speaking and listening, and pupils are encouraged to present their ideas and responses clearly. The use of skilful open questioning encourages pupils to respond in full sentences with justification of their answers and viewpoint. Teachers act as good role models. By the age of seven, the majority of pupils listen well to stories and instructions, and express themselves confidently when talking about what they are doing. In Years 5 and 6, good speaking and listening skills are demonstrated when pupils draw conclusions on how different writers use story openings to ensure the reader is engaged.
67. Reading is very good throughout the school. When compared with the national expectations, pupils in Year 6 in the 2003 tests are two and a half terms ahead. Pupils in the lower classes are heard reading and there is encouragement to read at home. The development of reading "buddies", when Year 6 pupils read with the children in the reception class, has increased pupils' self-confidence and provides younger children with positive role models. By the age of 11 pupils are reading confidently, fluently and with expression. They name their favourite authors and have clear reasons for their choice. They are confident in predicting what will happen next and can make inferences beyond the text. Each classroom has a range of fiction and non-fiction books but their constant use means that some need replacing. At present, the reference library is under used. It is catalogued under the Dewy system but a significant number of books have not been numbered. The school is considering what system it should use as it plans improvements in this area.
68. The school is aware that standards in writing are below those of reading. It has plans to address this through developing drama and writing for a purpose. In Year 2, high achieving pupils are using a succession of sentences with the correct use of full stops and capital letters. In handwriting, letters are generally well formed and words are well spaced, clear and legible. Spelling is of a good standard overall. In Year 6, most pupils are beginning to display a good range of vocabulary and phraseology that they can use in their writing. In the work seen

from last year, pupils were able to express well-developed ideas in a range of different situations. Most written work in Year 6 shows good use of punctuation, including speech marks and paragraphing. Written work is generally neatly presented with writing joined. Pupils with special educational needs make good progress in relation to their prior attainment.

69. The quality of teaching is good overall. There has been an improvement in the quality of teaching and learning since the last inspection, which has led to significant improvement in standards by the age of 11. Lessons are well planned and proceed at a good pace. Teachers use challenging vocabulary but support pupils well at all levels of attainment. They make good use of grammatical terms as a matter of course so that pupils become familiar with these from an early age. Pupils' work is always marked but lacks constructive comments by teachers that could help pupils to know what they need to do to improve. This would provide pupils with a sound knowledge of their own achievements.
70. Leadership and management are good. The co-ordinator has time allocated for monitoring to carry out her role effectively on a regular basis. Assessment takes place, both formally and informally, and the school has established half-termly assessments in writing. Assessment is informing what the pupils will learn next and this is an improvement from the previous inspection. National test results for 11-year-olds have been carefully analysed to show where improvement can be made, but this has not been done for the tests for seven-year-olds. There is good tracking of individual pupils against baseline assessments so that teachers are aware of the progress that pupils have made. However, there is no system for the regular tracking of the progress of pupils against end of year targets and targets to be achieved at age seven and 11, in order to see at a glance which pupils are "on track" to achieve their targets. The writing of specific targets is developed with the pupils and shared with parents. However, not all pupils are aware of what they have to do to improve.

Language and Literacy across the curriculum

71. The National Literacy Strategy has been implemented well and adapted to support effective learning. There are some opportunities for writing across the curriculum, but this is an area that the school very appropriately is beginning to develop further. It is planning opportunities to extend pupils' ability to write in different types and styles of writing through other subjects, such as history. Some pupils are using information and communication technology for research and Year 2 pupils are able to make notes from this.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

Strengths

- Standards are good at Key Stage 1 and very good at Key Stage 2.
- Although there are variations year on year, overall standards have improved at Key Stage 1, and risen significantly at Key Stage 2, since the last inspection.
- Good quality teaching.
- Good assessment and tracking procedures.
- A strong and capable co-ordinator with good leadership.

Weaknesses

- Not enough independent use and application of mathematics in problem solving.
- Not enough use of information and communication technology as a tool in the subject.

Commentary

72. Because of the small number of pupils in each year group, the overall standards attained by the school vary from year to year, but overall standards are higher than the national averages in both key stages. This is a result of good teaching and is reflected in the good progress pupils make. As a result, pupils achieve well. Improvement since the last inspection is good.
73. Teachers are very supportive of all groups of pupils. Teachers' very good knowledge and understanding is instrumental in challenging pupils. For example, in a very good Year 6 lesson, pupils were challenged to identify difficult equivalent fractions and use mathematical vocabulary. Through good pace, targeted questioning and use of deliberate errors to check pupils' understanding, all pupils were challenged and fully involved.
74. The National Numeracy Strategy is fully in place and has been adapted to suit the needs of pupils across the school. Good use is made of classroom assistants, particularly in the Year 1/2 class. Here, the structure of the numeracy strategy makes it difficult to teach both year groups in the same class, so the class is split during numeracy lessons to ensure pupils are given work appropriate to their needs.
75. The 'using and applying' aspect of the Programmes of Study of the National Curriculum for mathematics is not as well developed as other areas of the subject. Although satisfactory overall, the opportunities to use and apply mathematics within mathematics lessons and in other areas of the curriculum are not fully exploited.
76. The management of mathematics is good. The co-ordinator is very knowledgeable and enthusiastic with a good strategic view of the strengths and needs of the subject. He analyses pupils' standard assessment tasks and tests in detail half-termly, which helps him form the priorities for development.
77. Pupils with special educational needs are well supported in mathematics lessons. The support staff are very effective in providing the support pupils need to learn. Overall, these pupils make good progress.
78. Although there are some notable exceptions, for example, the interpretation of graphs in science, pupils do not yet use information and communication technology as a regular and effective tool for learning.

Mathematics across the curriculum

79. Although some use is made of the subject in other curriculum areas the use and application of mathematics for problem solving across the curriculum is not systematically planned.

SCIENCE

Provision in science is satisfactory at Key Stage 1 and good at Key Stage 2.

Main strengths and weaknesses

Strengths

- Standards at Key Stage 2.
- Teaching at Key Stage 2.
- The amount of practical work done.
- The systematic encouragement to think and use previous scientific knowledge.

- Pupils' enthusiasm.

There are no significant weaknesses. However, the school should consider:

- Clearer analysis of pupils' progress at Key Stage 1 to ensure they are making the best possible progress.
- Creating more opportunities for pupils to develop increasing independence in carrying out science investigations.

Commentary

80. Overall, pupils achieve as expected by the end of Key Stage 1. Pupils achieve well in Key Stage 2 and, in the 2002 national test, pupils were well above the national average, and this is likely to be repeated in 2003. Improvement since the last inspection is good.
81. The high standards at the end of Key Stage 2 are due to the significantly higher than average number of pupils gaining the higher Level 5 in national tests. This is a result of good teaching, particularly in Years 5/6, where pupils are encouraged to think and apply their previous knowledge and understanding to current problems.
82. It is the very good relationships between teachers and pupils and the consistently good and very well targeted questioning that stimulates and challenges pupils. The mutual respect between teachers and pupils gives them the confidence to express opinions, which in turn enable teachers to assess pupils' understanding and challenge any misconceptions.
83. The well-targeted teaching in Key Stage 2 is as a result of good analysis of progress through regular assessment. This is not so well done in Key Stage 1 and, as a consequence, progress is satisfactory, and pupils who may be capable of Level 3 in science are not fully challenged to realise their potential.
84. There is no difference between the attainment of boys and girls, and all pupils, including those with special educational needs, are supported and included in class discussion.
85. Examination of pupils' work and discussions with them shows that, while pupils carry out a significant amount of practical work, there are limited opportunities for them to apply their knowledge, understanding and skills to questions they have raised for themselves. However, in all discussions, pupils showed real enthusiasm for the subject.
86. Leadership of the subject is satisfactory. There is no co-ordinator and the role is being monitored by the recently-appointed headteacher, pending a review of staff responsibilities on the appointment of a deputy headteacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

Strengths

- Significant improvement since the last inspection as the school now has adequate resources and is fulfilling the requirements of the National Curriculum.
- Standards have improved and are now in line with expectations.

Weaknesses

- Although there is developing use of information and communication technology across the curriculum, there is insufficient systematic planning to make the best use of opportunities.
- Some higher attaining pupils do not achieve as well as they might.

Commentary

87. Standards at the last inspection were below expectations in both key stages. This was due to the lack of a scheme of work to ensure pupils made progress from year to year, and inadequate resources. The school has addressed this systematically and resources are now adequate, standards are now broadly in line with expectations and, overall, pupils achieve satisfactorily.
88. Although the computer suite is too small for whole class teaching, good use is made of classroom assistants to ensure all pupils have an equal access to teaching and resources. As a result, pupils make satisfactory progress in developing the appropriate skills. However, pupils have too few opportunities to apply and consolidate these skills in other subject areas, so are not using information and communication technology as a tool to support their learning sufficiently.
89. Teaching overall is satisfactory with examples of good teaching. Good teaching was seen in a Year 1/2 class, where pupils were challenged and achieved well, and made good progress in using a range of 'tools' to create a picture. Another example of good teaching was seen in a Year 5/6 lesson, where pupils were challenged to use a spread sheet to investigate how best to spend their pocket money. While the vast majority pupils were challenged in the lessons seen, a scrutiny of pupils' work indicates that higher attaining pupils are not always fully challenged.
90. Lessons are well structured and develop the knowledge, understanding and skills identified in the nationally-approved scheme of work used by the school. Lessons have sufficient pace to maintain pupils' interest and pupils behave well and work hard. The good relationships between pupils and their teachers were a significant feature of the lessons seen.
91. As a result of good leadership, resources and standards in the subject have improved. However, considerations for further improvement are:
- A more systematic overview of the information and communication technology curriculum and how it is implemented in other subjects.
 - Ensuring work is sufficiently challenging for higher attaining pupils.

Information and communication technology across the curriculum

92. Information and communication technology lacks sufficient planned opportunities for pupils to apply and consolidate the knowledge, understanding and skills developed in information and communication technology lessons to other subjects. The school is addressing this through the school improvement plan. There are some good examples already in place, for example, linking literacy, history and information and communication technology to record a 'Roman diary' in Year 5/6, and the use of 'datalogging' to record the cooling of water over time in science.

HUMANITIES

Provision in geography and history is **satisfactory**.

Main strengths and weaknesses

Strengths

- Teachers' subject knowledge.
- Use of primary sources of evidence.
- Clear explanations by the teachers.

Weaknesses

- Not enough use of information and communication technology as a tool for research and development.
- Insufficient opportunities for pupils to develop writing from different perspectives or for writing for different purposes in either geography or history.
- Assessment procedures are not fully in place.

Commentary

93. Only one history lesson was seen during the inspection and no geography lessons. However, pupils from Year 6 and Year 2 were interviewed and work was seen from both year groups. The quality of teaching, based on a range of evidence, is satisfactory. The standards attained in both subjects by Year 6 pupils meet expectations for pupils of similar age, with some attaining a higher level, particularly in history. This is an improvement since the previous inspection. Planning is satisfactory but at present there are no assessment procedures. The school has plans to improve this situation. The work seen and the discussions with pupils show that they enjoy both subjects, but particularly history. One pupil remarked, "I know so much more since I joined this school".
94. Pupils retain the information they learn and are able to recall facts of the subjects they study. In history, Year 2 pupils can describe the events around famous people, such as Florence Nightingale and George Stevenson. They recounted in detail their visit to a steam museum, when history came alive for them. Year 6 pupils are able to place people and a series of events on a time line, from pre-historic times to the present day. Visitors who have first hand knowledge of events, feelings and emotions, have enhanced the study of the Second World War for pupils in Years 3 and 4. This has resulted in pupils showing curiosity about the times and empathy with those who lived through them. Expectations have risen and there is an overall improvement since the previous inspection.
95. In geography, pupils in Year 2 are making maps of their journeys to school and have an understanding of the purpose and use of maps. By Year 6, pupils can name cities within the United Kingdom and some in Europe. They have a secure knowledge of the various aspects of a water cycle and work seen was well illustrated by drawings and diagrams.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education

Provision in art and design, design and technology, and music is **satisfactory**.

Commentary

96. No lessons in art and design or design and technology were observed. One lesson was seen in music but did not cover all aspects of the subjects.
97. The range of evidence indicates that provision in art and design, design and technology and music, is satisfactory. Teachers have clear, quality guidance on the expected progression of skills, knowledge and understanding to support their planning. Scrutiny of previous work indicates that pupils experience a good range of skills and techniques.

98. In art and design, Year 5/6 pupils use sketchbooks well and explore a wide range of materials. In design and technology, they design toys using cams, cogs and pulleys, and the 'plan, make and evaluate' process is firmly established.
99. In assemblies, pupils sing tunefully and with enthusiasm. In a Year 1/2 class, pupils demonstrated good use of musical vocabulary and understanding of rhythm. Resources for these subjects are satisfactory.

Physical education

Provision for physical education is **satisfactory**.

Commentary

100. One lesson in physical education was seen but did not cover all aspects of the subject. In this lesson, pupils were well briefed, were aware of the need to warm up before strenuous activity, and were able to work in groups responsibly.
101. The programme of work includes dance, gymnastics, athletics and swimming. The vast majority of pupils are able to swim 25m by the end of the Key Stage 2. Extra-curricular activities include tag rugby, football and rounders. A satisfactory range of equipment is available to support teaching and learning.
102. The hall is adequate for pupils to carry out the full range of activities required by the National Curriculum. However, the amount of resources stored in the hall and the inclusion of the school library within the hall makes the space inadequate for older children to carry out gymnastics appropriately.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson involving personal, social and health education was seen during the inspection. The scheme of work is being reviewed to include more emphasis on citizenship and developing pupils' responsibilities, and to develop more formal methods of identifying pupils' progress. These areas for development are part of the school's improvement plan.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).