

INSPECTION REPORT

KINGS COURT PRIMARY SCHOOL

Yate

LEA area: South Gloucestershire

Unique reference number: 131768

Headteacher: Mrs Janet Smith

Reporting inspector: Mr Peter Mathias
21945

Dates of inspection: 10 - 12 January 2001

Inspection number: 230346

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Sundridge Park Yate South Gloucestershire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Lewis
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	P Mathias	Registered inspector	Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9880	T Comer	Lay inspector		How well does the school work in partnership with parents?
20815	P English	Team inspector	Art Special educational needs	
23917	T Clarke	Team inspector	English	How well does the school care for its pupils?
20603	A Coyle	Team inspector	Science Foundation Stage	
31819	S Duggins	Team inspector	Information and communication technology Design and technology Equal opportunities	Pupils' attitudes, values and personal development
31822	A Newman	Team inspector	Geography History	How good are the curricular and other opportunities offered to pupils?
24342	D Franklin	Team inspector	Mathematics Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is bigger than most primary schools (360 pupils compared with the average size nationally of 220). It is for boys and girls between the ages of four and 11. The school is new, being an amalgamation of previously separate infant and junior schools which shared the same site. Children's attainment on entry to the reception classes is below that typically found nationally.

Within the school 104 pupils are identified as having some degree of special educational needs. Of these, 87 are between Stages 1 and 2 of the Code of Practice. Of the others, 17 are between Stages 3 and 5 of the Code of Practice for pupils considered to have special educational needs. Of these, five pupils have Statements of Special Educational Need. Most of these pupils have moderate learning difficulties. Overall the percentage of pupils identified as having some special educational needs is above the national average. There is an about average number of pupils with Statements of Special Educational Need.

Pupils come from homes with a variety of social and economic advantage and disadvantage. About 11 per cent of pupils are known to be eligible for free school meals, which is about typical of schools nationally. However, school records suggest that the underlying figure is significantly higher. There are six pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

The school is effective. There has been good progress in establishing a new school and in merging two previous separate schools with different identities. Currently the school is well placed to improve further. There is a very positive attitude amongst all staff. Teaching is successful particularly within the lower part of Key Stage 2 and in the Foundation Stage. Standards at the end of Key Stage 2 in the Year 2000 assessments are well below average in English, mathematics and science when compared to schools nationally and well below average when compared to schools considered broadly similar. As this is a new school there is no information about the trend of improvement. However, school records indicate that although pupils reach well below average standards in the latest tests, the performance of these pupils shows sound progress from their previous test results at the age of seven. Generally pupils enter the school with below average levels of basic skills and by the end of the Foundation Stage most are ready to begin the National Curriculum.

Standards in classes at the end of Key Stage 2 are below average in English and mathematics and well below average in science. In information and communication technology standards are below those expected. In art and music standards are above average. In design and technology, geography, history and physical education, standards are at expected levels. Standards in religious education are in line with those expected in the locally agreed syllabus.

What the school does well

- The quality of teaching is good within the Foundations Stage, in Year 1 and in the lower part of Key Stage 2. All teachers have good subject knowledge and manage their pupils well.
- Standards in music and art are high.
- Standards at the end of Key Stage 1 and in the early part of Key Stage 2 are higher than at the end of Key Stage 2, where currently they are below average.
- There are good opportunities for pupils to take part in a good range of clubs and after-

school activities.

- There is a strong sense of commitment and a positive ethos which is shared by all staff who are enthusiastic.
- Provision for pupils' moral and social development is good.
- Procedures for monitoring and improving attendance are very good.
- Pupils' personal development is well monitored and supported.
- The leadership of the headteacher, deputy headteacher and other key staff is very good.
- Governors have a good understanding of the strengths and weaknesses of the school and fulfil their statutory duties well.
- There are very good arrangements for the support and induction of new teachers.
- Procedures for monitoring and promoting good behaviour are very good.

What could be improved

- Standards in English, mathematics and science are too low at the end of Key Stage 2 and teachers' expectations are not always high enough.
- Teachers do not always plan in sufficient detail so that the skills of literacy, numeracy, speaking and listening and information and control technology are regularly used in other subjects.
- Insufficient opportunities are provided for pupils to work independently.
- Pupils do not take sufficient pride in presenting their work neatly.
- The good use of praise and encouragement given in the best lessons is not used consistently across the school to help raise levels of pupils' achievements.
- Standards in information and communication technology are too low because the subject has not, until recently, been taught effectively with an appropriate range of resources.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Kings Court is a new school and has not been inspected previously.

STANDARDS

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

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

This shows that standards in the tests in the year 2000 in English, mathematics and science are well below average when compared to schools nationally and to schools considered broadly similar. However, there is evidence from school records to suggest that many more pupils than shown come from homes with some degree of social and economic disadvantage and results for pupils currently at the end of Key Stage 2 match their previous achievements. Children enter the reception class with below average basic skills. Standards at the end of Key Stage 2 are below average in English and mathematics and well below average in science. Standards are high in art and music. Standards in information and communication technology are below expected levels. In design and technology, history, geography, physical education and religious education, standards are at expected levels. Standards in literacy and numeracy reflect the same pattern as in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good - most enjoy coming to school.
Behaviour, in and out of classrooms	Satisfactory - nearly all pupils understand what is expected of them and try hard. A small number of pupils lack concentration and talk unnecessarily in lessons.
Personal development and relationships	Sound - relationships between pupils and their teachers are constructive. There is a strong atmosphere of care and concern from staff.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

The quality of teaching is satisfactory overall. Only a very small number of lessons were unsatisfactory. The quality of teaching in English and mathematics is good in Key Stage 1 and satisfactory in Key Stage 2. Teaching is good in the Foundation Stage, in Year 1 and in the lower end of Key Stage 2 where many lessons are good or very good. In these classes particularly pupils learn well and make good progress overall. In only a very small number of lessons is teaching unsatisfactory.

Teaching and support for pupils with special educational needs are satisfactory and pupils with emotional and behavioural difficulties are managed well. The quality of teaching for children in the Foundation Stage is good and carefully planned to meet the goals for learning for these children. The teaching of literacy and numeracy is satisfactory and sometimes good.

Particular strengths of the teaching are: very good subject knowledge; very effective use of praise and encouragement; warm recognition of individual pupils' effort; purposeful

introductions which stress what pupils are expected to learn and high expectations of what can be achieved; work is carefully matched to all the abilities in the class.

Areas for improvement are: expectations of pupils are sometimes too low; pupils are not always given enough praise and encouragement to give of their best; pupils are not told clearly and often enough what they need to do to improve; opportunities are missed to encourage pupils to investigate for themselves and to learn how to work co-operatively with other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in Key Stage 1 and 2 and good for children in the Foundation Stage. The curriculum for religious education is in line with the locally agreed syllabus. Planning for literacy and numeracy is satisfactory although not enough emphasis is given to developing pupils' investigative and research skills and in providing opportunities for speaking and listening, writing and the use of numeracy and information and communication technology skills in other subjects.
Provision for pupils with special educational needs	Sound, appropriately organised and effective. Staff are well aware of the code of practice, which is put into effect properly.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall, good provision for pupils' moral development and social development and satisfactory provision for pupils' spiritual and cultural development.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare are very good. There are also very good procedures for promoting good behaviour. Procedures for monitoring academic performance, particularly over a longer period, are good. Procedures for monitoring and improving attendance are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and newly appointed deputy headteacher provide a very clear sense of direction to the work of the school. Arrangements for the monitoring, evaluation and development of teaching are very good. All staff work purposefully and well together. Newly qualified teachers are very well supported. Staff show a strong commitment towards their pupils. The roles of the senior management team and all co-ordinators are well defined and they play a full part in the success achieved in creating a new school.

How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well and many governors are actively and appropriately involved in the life of the school. They are well informed about the strengths and weaknesses of the school. There are thorough procedures in place to involve the governing body in decision making.
The school's evaluation of its performance	There are good and extensive procedures in place to gather together information from national tests and other initiatives. This information is well used in setting targets for pupils' progress and in assessing the school's success in reaching them.
The strategic use of resources	The school has well founded procedures to link its spending decisions to the budget and to judge the success of them. The school uses grants and additional funds appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make sound progress at school. • Behaviour in the school is good. • Children get the right amount of homework. • The teaching is effective. • They feel well informed about how their children are getting on. • They are comfortable about approaching the school. • The school generally sets high expectations of pupils. • The school is well led and managed. • The school helps children to become mature. 	<ul style="list-style-type: none"> • The school does not work closely with parents. • The school does not provide an interesting range of activities.

In response to the 367 questionnaires sent out, 58 were returned. The evidence of the inspection confirms the parents' overall very positive views of the school. Parents rightly value the strong leadership of the headteacher and the help given to their children. The school does try hard to work closely with parents. There is an appropriate range of out of school activities and clubs.

A meeting was held between the registered inspector and parents. Five parents were present. They expressed very positive views of the school and were pleased that the new school had been successfully established.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards within the school vary. They are generally below average in English, science and information and communication technology. In the other subjects standards are average or above, except in mathematics where standards are average at the end of Key Stage 1 and below average at the end of Key Stage 2. Where standards are higher than average it is clear that good teaching, based around well thought out plans for the subject, are having a positive effect. There are no significant variations between the performance of boys and girls in the lessons observed. However, in the tests at the end of Key Stage 2 in the year 2000, girls achieved much higher than boys in science. The performance of boys and girls was similar in English and mathematics. Parents are generally satisfied with the standards their children achieve and pupils currently at the end of Key Stage 2 achieve appropriately because many have started from a low base.
2. In the year 2000, overall assessments at the end of Key Stage 1 were average in reading and below average in writing and mathematics when compared to the national picture. When compared to schools considered broadly similar, these results were below these similar schools.
3. At the end of Key Stage 2, overall standards in the 2000 tests were lower. When compared to the national picture the standards were well below average and well below when compared to similar schools.
4. As this is a new school there is insufficient national information to judge how standards compared to other schools in previous years. However, from the school's own detailed records it is clear that many pupils come from homes with some degree of social and economic disadvantage. School records also show that the performance of pupils at the end of Key Stage 2 in national tests in the year 2000 improved relatively to the standards these pupils reached at the end of Key Stage 1. Currently pupils in Key Stage 1 have a slightly higher starting point when they enter school in the reception class than those previously.
5. Nearly all pupils enter the reception class with levels of basic skills which are below average for children of this age. By the end of the Foundation Stage, they make good progress linked to good teaching and many reach most of the Early Learning Goals in all areas of learning.
6. Standards in English are below average at the end of both key stages in speaking and listening and reading and writing. In speaking and listening most pupils listen well. Pupils are keen to speak and do so with confidence but, overall, pupils' limited vocabulary hinders the quality of their responses. In reading pupils make satisfactory progress often from a low base and there are indications that in the early part of Key Stage 2 standards are average. Within Key Stage 1 younger pupils can recognise the sounds of two letters such as 'cl', 'bl' and 'fl'. They know the meaning of 'title', 'author' and 'illustrator'. Within Key Stage 2 pupils are able to read words more accurately than before but often read without expression. Their skills in using books for research are limited, which the school has recognised as a priority for development.

7. In writing in Key Stage 1, pupils are able to write simple sentences, spelling some words correctly, and use capital letters and full stops with increasing accuracy. Within Key Stage 2 pupils recognise spelling patterns and are beginning to learn to write for different purposes and in appropriately different styles. However, they have too few opportunities for this and too many pupils lack care in developing clear handwriting and in presenting their work neatly. Opportunities for pupils to use their skills in literacy in other subjects are underdeveloped.
8. In mathematics, standards at the end of Key Stage 1 are average. Standards are below average at the end of Key Stage 2. Standards are higher in Key Stage 1 than in Key Stage 2 partly because many of the pupils in this key stage have a higher starting point than previously and partly because the national numeracy strategy is having a particularly positive impact upon these pupils. Within Key Stage 1 pupils are able to add three numbers accurately to make 20 and higher attaining pupils use tens confidently to add large numbers. Most pupils in Key Stage 1 know the names and can recognise common two-dimensional shapes. They can draw and interpret simple block graphs. Within Key Stage 2 pupils are able to add and subtract large numbers using a range of methods. They are able to understand that a number can be 'positive' or 'negative' and place them in order accurately. Higher attaining pupils can recognise the properties of regular shapes through investigating their nets. Higher attaining pupils work confidently and accurately with large numbers.
9. Standards in science are below average at the end of Key Stage 1 and well below average at the end of Key Stage 2. This reflects the widely different abilities of these pupils. Within Key Stage 1 pupils can make simple predictions and carry out tests to see if these predictions come true. They record their observations appropriately. They know about the different senses of the body and can use them to sort and classify. They know about different sources of light. Within Key Stage 2 pupils understand what is meant by a fair test. They can design and make electrical circuits and have a good knowledge of the major organs of the body. However, there are too few opportunities for pupils to conduct their own research and to use their own initiative.
10. Standards in information and communication technology are below the standards expected for seven and 11 year olds. This is in large part due to a lack of equipment when the school was created. The provision of hardware and software is now much better and standards are beginning to rise. Currently pupils in Key Stage 1 are able to use the mouse and space bar correctly. Older pupils in Key Stage 2 are beginning to learn how to select and store information and how to use a database. The school has recognised the urgency to raise standards further in this subject and there is a plan to reach a target that has been set for all pupils to reach expected levels by the year 2003.
11. Standards in art and music are above expected levels at the end of both key stages. These high standards reflect the well planned and resourced curriculum which has been assembled and the systematic and effective way the co-ordinators in these subjects have applied their own very good subject knowledge to help other teachers teach these subjects well.
12. Standards in design and technology, geography, history and physical education are at the levels expected nationally. Nearly all pupils reach the expected standard in swimming (to swim 25 metres). Standards in religious education are in line with those expected in the locally agreed syllabus.

13. Pupils with special educational needs make satisfactory progress in meeting the targets set in their individual education plans. These targets are reviewed and revised each term. This progress owes much to the prompt identification of learning problems and the sensitive support given to these pupils.

Pupils' attitudes, values and personal development

14. Pupils' attendance overall is satisfactory and unauthorised absence is rare. Although a few pupils arrive late in the mornings, punctuality is generally good and lessons start on time.
15. Overall pupils' attitudes to school life and to their learning are good and they enjoy coming to school and work hard. This is a view shared by most parents. However, there is a small group of older pupils whose attitudes are unsatisfactory. The attitudes and behaviour of the youngest children in the school are very good. Most children arrive in the reception classes with little previous experience of mixing with other children. Class teachers and learning support assistants work well together to provide a friendly and supportive atmosphere for them to settle into the routines of school life. The vast majority of pupils are thoughtful, courteous, polite and helpful. Most pupils have good attitudes to learning. Where lessons are well structured and have a strong sense of purpose and direction, pupils work hard. However, there are occasions where some older pupils are restless and there is no sense of urgency to settle or complete tasks from them.
16. Overall, behaviour is satisfactory. The greater majority of pupils understand what is expected of them and they try successfully to achieve the expectations set by themselves and teachers. Pupils contribute sensibly to class rules. A school council is about to be set up. Parents and pupils understand the school's expectations through a clear home/school agreement. Staff are alert to any inappropriate behaviour and deal with incidents effectively. Movement around the school is orderly. In the playground pupils use the large play areas well. No harassing or bullying behaviour was observed during the inspection, and pupils from all backgrounds play together. There have been no exclusions during the last reporting year. Pupils are confident and know what to do if feeling threatened in any way.
17. The quality of relationships between pupils of all ages and between pupils and teachers is satisfactory. Pupils support each other well in lessons and appropriately consider others' points of view. They appreciate each other's achievements and celebrate their successes. The merit assemblies successfully exemplify pupil achievements and are a popular focal point where successes are shared. Pupils mainly relate well to each other and, when given opportunity, support each other well in pairs or small collaborative group activities, for example, in the 'buddy' system where older pupils befriend younger ones.
18. Personal development is generally satisfactory across the school, with some good aspects. Staff allocate a range of responsibilities to ensure the smooth day-to-day running of the school. In the school there are good opportunities for pupils to develop a sense of responsibility. Participation in the Years 5 and 6 residential visit develops pupils' confidence and self-reliance and alerts them to the dangers and difficulties outside school. They are suitably prepared for transfer to their secondary schools.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is satisfactory overall. In the school 99 per cent of the teaching is satisfactory or better and in 50 per cent of lessons it is good or very good. In the Foundation Stage and Key Stage 1 just over half the lessons are good or very good. In Year 1 much of the teaching is good. In Key Stage 2 just under half of the lessons are good or very good. A particular strength of the teaching within Key Stage 2 is the overall good quality of teaching in the early part of this key stage. This has an important impact on the good standards achieved by pupils in these classes.
20. In all lessons the teaching of literacy is at least satisfactory and sometimes good. Generally it is well planned to meet the structure of the literacy hour. Teachers have a firm understanding of how to teach reading. The National Numeracy Strategy is successfully implemented and pupils with special educational needs are generally appropriately challenged. These pupils are well supported. The quality of teaching in the Foundation Stage is good and is planned carefully to meet the needs of these children.
21. Across the school where teaching was very good, teachers displayed a very good subject knowledge, for example, when getting the best out of their pupils in a physical education lesson by demonstrating very clearly how to perform a movement. The teachers used praise very effectively to encourage and recognise individual pupils' efforts, for example, by saying 'thank you' after a pupil had tried particularly hard. The lesson began purposefully because the teacher had thought out systematically how the lesson should develop. Pupils were regularly reminded of what was expected of them and the work set was matched carefully to all the abilities in the class so that they could and did make good progress. Pupils maintained concentration very well and worked purposefully because they knew how much work they needed to complete in the allotted time. They were eager to please their teachers.
22. In the very small number of lessons where teaching was unsatisfactory or where teaching had some weaknesses, the expectations set for the pupils were too low and as a result pupils were happy to meet but not exceed them. As a result progress was slow. Insufficient emphasis was put on the importance of giving of one's best and of presenting work neatly. Consequently some pupils achieved very little and spent a considerable amount of time talking or disrupting the work of others. Pupils were not given clear indications of what they needed to do to improve and there were missed opportunities to demonstrate to the class what is required. Opportunities are missed, for example, in science, to encourage pupils to investigate.
23. Pupils with some degree of special educational needs are appropriately supported and teachers plan effectively to meet the individual needs of these pupils. Pupils with emotional and behavioural difficulties are managed well. The consistently calm yet firm approach enables these pupils to make sound progress.
24. The quality of marking is consistently positive and there are well established procedures for teachers to meet together to discuss and evaluate how successful their teaching has been and what to teach next. These opportunities are generally well taken to set appropriately challenging work. There are appropriate arrangements for the setting of homework.
25. Nearly all pupils are eager to learn and nearly all try hard. However, sometimes pupils, particularly within Years 5 and 6, find it difficult to concentrate and to work hard for the whole of the lesson. In some lessons, for example, in science, pupils do not

investigate for themselves or work together in small groups because they are not taught the skills to do so sufficiently.

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

26. The quality and range of learning opportunities are satisfactory in Key Stages 1 and 2 and they are good for children in the Foundation Stage. The school provides an appropriate statutory curriculum, including the provision of religious education. The curriculum for the Foundation Stage is soundly planned in line with the Early Learning Goals.
27. The curriculum is appropriately broad and balanced but planning is not sufficiently differentiated to meet the needs of all pupils; teachers' planning does not focus sufficiently on ensuring that there is continuity in the learning of pupils of different abilities. Appropriate time is allocated for each area of the curriculum and there is suitable emphasis on the delivery of literacy and numeracy. Curriculum provision for children under five in the Foundation Stage ensures that they develop positive attitudes to learning through play, talk and enquiry.
28. Provision for pupils with special educational needs is satisfactory overall and these pupils make appropriate progress.
29. Planning to deliver the basic skills in literacy and numeracy is satisfactory overall, however not enough emphasis is placed on developing pupils' investigative and research skills to encourage them to become independent learners. Writing skills across the curriculum are also below average. Pupils use a limited range of styles and standards of presentation, and spelling and handwriting are often careless. The introduction of booster classes to address areas which require development is a positive means of helping individual pupils to raise their standards of attainment. Identification of cross-curricular links and themes in teachers' planning is limited and there are missed opportunities in subjects such as history, geography and religious education to develop pupils' literacy skills, for instance, by producing pieces of extended writing on a regular basis. The school has already identified the need to develop the monitoring role of the curriculum co-ordinators and the key stage co-ordinators to ensure that there is appropriate continuity and progression in pupils' learning within and between the key stages, and that there is consistency in the quality of teaching across the curriculum.
30. There are good opportunities for pupils to take part in a wide range of extra-curricular activities and pupils respond enthusiastically to the variety of sports, gymnastics, crafts, design and musical activities. They have good opportunities to take part in dramatic and musical productions.
31. The caring ethos of the school leads it to give appropriate attention to providing pupils with equality of opportunity and access to the full curriculum.
32. The overall provision for pupils' personal development is satisfactory. The provision for spiritual development is satisfactory. Acts of collective worship are suitably planned with a theme for the term. The lighted candles provide a focal point for the pupils and moments of reflection and prayers are appropriately offered to the pupils. The structured programme for religious education gives pupils the opportunity to reflect on their beliefs and those of other faiths. However there are limited

- opportunities for pupils to reflect on aspects of their own lives and the wonders of the world across other areas of the curriculum.
33. Provision for moral and social development is good. The school has a good policy for promoting good behaviour and a structured framework for dealing with unacceptable behaviour. School rules are clearly displayed in classrooms. Opportunities for pupils to discuss moral and social issues are provided through the personal, social and health education programme (in assemblies and during circle-time). Older pupils develop social skills during the residential visits. Pupils throughout the school have the opportunity to be monitors, for example, taking registers to the office and older pupils can take on additional responsibilities such as preparing the hall for assemblies and collecting the crates of sandwich boxes. The school has introduced a 'Buddy System' in which classes in Key Stage 1 are linked to classes in Key Stage 2. Pupils work together on projects such as displaying together work and sharing reading tasks. The system also involves older pupils supporting younger ones during lunchtime both in the dining hall and in the playground. Pupils often nominate a charity of their choice for fund-raising events. For example pupils in Year 2 suggested a nightwear 'mufti day' and money raised was donated to a local bird sanctuary. The whole ethos and general relationships around the school provide pupils with good opportunities to develop their moral and social skills.
 34. Provision for cultural development is satisfactory. The school welcomes visitors to support pupils' learning, for example, dancers, storytellers and theatre groups. Pupils also study their own cultures effectively through history topics and visits to places of interest in their own area. There are sound opportunities through the art and music curriculum for pupils to learn about other cultures. The school has strong links with schools in Italy and Denmark. A link with the Italian Consulate enables Italian to be taught to all pupils. Mathematics topics such as 'Mathematics from Other Cultures' and art lessons about Aboriginal art, give satisfactory opportunities for cultural development. The religious education scheme provides pupils with knowledge about other religions, but there are limited opportunities for pupils to appreciate the rich and diverse cultures within their own environment.
 35. Appropriate curriculum time is allocated to the delivery of a programme of personal, social and health education to encourage pupils to develop a sense of self-esteem and self-discipline. Sex education is appropriately delivered as determined by the governing body. There are good opportunities for pupils of all ages to acquire a sense of communal responsibility through the recent development of plans to set up a school council.
 36. Links with the local community are satisfactory; the school has identified this as an area for further development in the school development plan. Pupils pay visits to a residential home for the elderly and the school welcomes visitors to share their experiences and memories with pupils. Fund raising for a variety of local and national charities gives pupils the opportunity to recognise their involvement with the community and their musical participation in the Yate Festival is appreciated by the local community.
 37. The school has formed productive and mutually beneficial links with other educational institutions. Good cluster arrangements with other primary schools enable helpful discussions to take place on curriculum and assessment issues. The school has developed good links with its receiving secondary school which enable Year 6 pupils to experience a smooth transition to the next phase of their education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for monitoring and promoting good behaviour are very good. The school's detailed behaviour policy clearly defines standards, expectations and procedures. An effective range of rewards and sanctions support the behaviour policy which are implemented by all staff with consistency and sensitivity. The policy is further supplemented by a school code of conduct which is displayed in all classrooms alongside class rules agreed by pupils. As a result they know exactly what is expected of them.
39. The procedures for monitoring and assessing pupils' academic progress and personal development are good overall. The procedures for assessing pupils' academic progress in English and mathematics are good. Assessment processes in science and religious education and in the Foundation Stage are currently in the process of being developed. Teachers review the impact of their teaching weekly when they consider what to plan in detail for the future.
40. Procedures for monitoring and supporting pupils' personal development are good. The policies on drugs and sex education are well considered and the programme for personal, health and social education is appropriately planned into the curriculum. The strong ethos of the school encourages a caring atmosphere in which all the staff show considerable concern for their pupils. This has a positive effect upon pupils' attitudes to learning.
41. Procedures for recording and monitoring attendance are also very good. As a result of introducing a procedure of daily telephone contact with parents of children whose absence has not been notified, the unauthorised absence figures have improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Overall, the effectiveness of the school's partnership with parents is satisfactory. Although the number of parents who attended the pre-inspection meeting and who responded to the questionnaire was very small, the great majority of those parents are happy with what the school provides and achieves. Parents believe that children like coming to school and that they get the right amount of work to do at home. The concern about how closely the school works with parents, expressed by a few parents, is not supported by the evidence.
43. There is good communication between the school and parents, with information provided through regular newsletters, parents' meetings, curriculum workshops and annual reports. Parents also know and appreciate that they can discuss issues informally with staff. The annual reports on pupils' progress give parents a clear indication of what pupils know, understand and can do and meet all requirements. They also include specific targets and strategies for improvement that are discussed with pupils and at parents' evenings.
44. The school makes significant efforts to encourage parents to participate in the life of the school and to make them feel welcome. However, only a small minority respond positively. Consequently the impact that parents have on the work of the school is limited. An informally constituted Parent Teacher Association raises significant funds. These have been used well to enhance school facilities and resources. Events such as the Christmas Fair and children's disco are well supported. Currently money is being raised to buy new books for the school library. A few parents help with activities

outside the classroom and provide support in lessons. Some parents are involved with organising the 'story sack library' for pupils in the reception year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The quality of leadership and management is good. The headteacher, staff and governors have made a success of creating a new school which reflects the school's positive aims and 'can do' ethos. Parents rightly feel that the headteacher provides very strong leadership, for example, in the systematic way plans have been put into effect to assemble policies and schemes of work for the whole school. There are well developed strategies to identify the needs of the school through thorough long term strategic planning. Co-ordinators in all subjects give a very positive lead in determining what should be the priorities for improvement in their areas and for overseeing the use of funds set aside to address them. There is a carefully constructed and effective process for co-ordinators and those with senior management responsibilities to work alongside teachers to look at how well teachers teach and pupils learn. There are very well advanced arrangements for the appraisal of staff and to judge the performance of the school. The school is also heavily involved in a 'high reliability schools' research project which is having a positive impact on the overall strategic management of the school.
46. Teaching staff work hard together enthusiastically and confidently. There are some teachers on the staff who are newly qualified. Arrangements for them to settle into the school and to play their full part are very good and all feel confident in their new careers. The newly appointed deputy headteacher works closely with the headteacher and staff, for example, in reviewing the school's curriculum and in planning the training needs of individual teachers very effectively.
47. A particularly strong feature of the leadership of the school is the attention given to assessing carefully the information the school assembles about standards pupils have achieved in previous national assessments. This is followed up monthly by well targeted initiatives to raise standards further. This is beginning to prove fruitful. Although standards at the end of Key Stage 2 are below those usually found in English and mathematics and well below in science, these results represent an improvement on lower standards when these pupils were seven years of age. Currently standards in the lower part of Key Stage 2 are relatively higher than in the upper end of this key stage. This reflects the heavy emphasis the school has placed and is placing on raising the expectations of what pupils in Key Stage 1 can achieve and in organising teaching and learning to this end. The school is currently well positioned to improve further and is making good progress towards the targets it is setting for itself in the national tests.
48. The newly created governing body fulfils its statutory duties well and has made a purposeful start. Committees of the governing body are run effectively and many governors are actively involved in the day to day life of the school in which they play a full part. The governors' role as a critical friend is firmly established so that staff and governors work closely together and share information and expectations openly. The chair of governors sets a very positive example in this. There are good procedures to draw up the school development plan. Staff, governors and the headteacher are fully involved in this and as a result, the school development plan is well focused upon the real needs of the school both in the short and longer term. The plan contains clear and detailed ways of judging the success of initiatives based upon the current situation. There are appropriate costings and detailed implications for the school's overall budget. Individuals with responsibility and the resources needed are clearly

identified. This is typical of the thorough and effective way the school's finances are managed. Day-to-day administration is effective and unobtrusive.

49. Resources overall are good and readily available. The school makes effective use of new technology in managing and in its day to day administration. Classrooms are bright and attractive. A particularly strong feature is the effect way staff display pupils' work imaginatively. This reflects the positive way the teachers value their pupils' efforts. This creates a stimulating place for pupils to work.
50. Pupils enter the school with below average levels of basic skills. By the time they leave at the age of 11, currently pupils achieve below average standards in English and mathematics and well below average standards in science. Although these standards are low they are at least in line with pupils' prior levels of attainment. For them progress is satisfactory. There are indications that standards within Key Stage 1 and in the early part of Key Stage 2 in the school are currently above these. Taking the overall satisfactory progress of pupils, the generally sound quality of teaching and the positive way in which the new school is moving, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The headteacher, staff and governing body, with the support of the local education authority, should:
 - (1) Raise standards in English, mathematics and science by:
 - (a) having higher expectations of what pupils should know and be able to do;
 - (b) provide more planned opportunities for pupils to use the skills of literacy, numeracy and information and communication technology in other subjects, and to learn how to work independently and neatly. These the school has recognised as priorities. (Paragraphs 22, 64, 65, 74, 80, 94, 100, 106)
 - (2) Extend the examples of good use of praise and encouragement given in the best lessons to raise the levels of pupils' achievements across the school. (Paragraphs 21, 74, 110, 113)
 - (3) Raise standards in information and communication technology by putting into full effect the plans which the school have assembled to do this and by monitoring regularly the impact of these initiatives. (Paragraphs 10, 106)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7.9	42.1	48.7	1.3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	360
Number of full-time pupils eligible for free school meals	n/a	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	104

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	30	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	24
	Girls	20	21	20
	Total	43	43	44
Percentage of pupils at NC level 2 or above	School	81	81	83
	National	84	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	26
	Girls	22	21	21
	Total	46	46	47
Percentage of pupils at NC level 2 or above	School	87	87	89
	National	84	88	88

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	19
	Girls	12	11	13
	Total	24	25	32
Percentage of pupils at NC level 4 or above	School	52	54	70
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	12	12	12
	Total	24	26	26
Percentage of pupils at NC level 4 or above	School	52	57	57
	National	70	72	80

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	4
Indian	1
Pakistani	2
Bangladeshi	2
Chinese	0
White	301
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	176

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	363,740
Total expenditure	370,827
Expenditure per pupil	1,048
Balance brought forward from previous year	82,203
Balance carried forward to next year	75,116

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	367
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	17	3	0	0
My child is making good progress in school.	66	33	0	0	2
Behaviour in the school is good.	40	55	2	0	3
My child gets the right amount of work to do at home.	45	47	2	5	2
The teaching is good.	59	36	2	0	3
I am kept well informed about how my child is getting on.	52	36	7	3	2
I would feel comfortable about approaching the school with questions or a problem.	64	31	3	2	0
The school expects my child to work hard and achieve his or her best.	53	45	0	0	0
The school works closely with parents.	33	52	10	3	2
The school is well led and managed.	62	31	0	0	7
The school is helping my child become mature and responsible.	60	38	2	0	0
The school provides an interesting range of activities outside lessons.	41	34	9	2	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

52. The school has worked hard to establish the Foundation Stage in line with national guidance and it makes good provision for children in the two reception classes. The planning has been reviewed carefully by the staff so that the curriculum takes into account the recently implemented Early Learning Goals in all six areas of learning. As a result, the curriculum is broad and effectively balanced. A good range of resources and lively, interesting activities based on well planned practical experiences meet the children's needs. The sound quality of the curriculum reflects the good level of the teachers' knowledge of how young children learn.
53. Fifty three children are currently on roll in the reception classes. There is a wide variety of attainment, but many children start school with under-developed skills in personal independence, speaking and fine motor skills. Entry assessments conducted when children first enter the reception classes indicate that standards in these areas are below those of most four-year-olds. However, by the end of the reception year, most children have made good progress. From low beginnings, they achieve well and reach most of the Early Learning Goals in all areas of learning by the time they start Year 1. This is due to the generally good teaching throughout the Foundation Stage. A strength is the way in which all staff work together to provide a calm, secure learning environment. Support staff are well informed and make a positive contribution to learning in all areas. Children with special educational needs are identified early and are well supported so that they make good progress. Assessments are carried out effectively. The overall good quality provision in the Foundation Stage gives the children a good start and prepares them well for Key Stage 1.

Personal, social and emotional development

54. The majority of the children are keen to come to school and are eager to learn. Teachers quickly establish a feeling of security through daily routines and through their consistent attitudes. Each session starts with a quiet group time which sets a purposeful working atmosphere. Almost all children leave their carers happily and show a sense of belonging when joining in. A good range of opportunities are planned well for children to work together in small and large groups. For example, with adult support the children co-operate and share equipment when playing at the water table. Snack time is used effectively to promote good manners. All staff are consistent in their high expectations of the children's behaviour. They set clear boundaries and take every opportunity to reinforce high standards. Children are taught to respect and care for each other. Their ideas and work are valued and positive feedback is given which enhances confidence and self-esteem. Strong caring relationships support children and develop their confidence in exploring the range of activities provided. In general, however, children have limited independent skills when trying to tie their laces and fasten their coats.

Communication, language and literacy

55. Particular attention is given to promoting listening skills. Planning is clearly focused on the small steps of learning and lesson objectives are clear. The good teaching enables the children to achieve well over the Foundation Stage. Basic skills are taught well; tasks are carefully chosen to meet the needs of different ability groups in

the class and teachers give clear advice on how to improve. Careful choice of attractive story books enthuses the children and motivates them to learn. All children enjoy listening to stories, although many children concentrate only for a short spell. They show reasonable recall and understanding of the story of the 'Very Hungry Caterpillar' when sharing story sacks and sequencing pictures. With adult support, they help to tell the story with puppets, using the pictures as prompts. However, they are not confident speakers and their vocabulary is sometimes poor. They listen attentively to their teacher but less well to each other. Most children are enthusiastic to join in repeated refrains, and enjoy exploring alliterative and rhyming words when sharing the story of, 'Where's my Teddy?' with their teacher. Adults use practical activities to introduce children to the sounds of letters. Elements of the National Literacy Strategy are used effectively to promote the learning of letters and their sounds in lively and interesting word and text level work. The majority of the children recognise many letters of the alphabet but they do not always have the appropriate vocabulary or experience to make links significantly. For instance, when sorting picture cards to reinforce teaching of the sound of 'at', several children think the image of the mat is a towel. When writing, they make good attempts at writing the initial letter of words. A few higher attainers recognise many letters by sound and shape and can build up regular words such as 'h-a-t'. They recognise two or three high frequency words and the characters from the first readers. These children are on course to achieve the expectations of the Early Learning Goals by the time they reach the end of the reception year, but the majority of children are unlikely to do so in oral language skills.

Mathematical development

56. All teachers plan carefully for the systematic development of skills over time through an interesting range of first-hand practical activities. Good teaching enables the majority of children to achieve well. The children practise counting, matching and sorting in class groups and on their own. They join in a range of number rhymes and action songs, using their fingers to count up and down. Purposeful, practical play activities like counting up how many sides in a triangle are well planned to support progress. With help, they count how many staff and children are present at the beginning of each session. They are beginning to recognise shapes, for example, circles and squares, in the environment. Teachers make good use of a number line to enable children to handle and position numbers practically. Most children are becoming confident in counting and ordering numerals to 20. The higher attainers can identify one more, or less, on the line and sequence the numerals carefully using language accurately like, 'before', 'after' and 'between'. Teachers use questions effectively to extend and consolidate learning; for instance, when ordering objects from smallest to biggest or from shortest to tallest. Most children have a sound grasp of the concepts of 'full' and 'empty' through carefully planned practical activities using sand and water. Lively, whole class activities, carefully followed up with a well-chosen set of group activities enable children to make good progress. The classroom displays give significant prominence to numbers and these give children plenty of incidental opportunities to develop their knowledge and skills.

Knowledge and understanding of the world

57. This area is taught effectively and children make sound progress throughout the Foundation Stage. Children are appropriately encouraged to learn through rich practical experiences and by direct use of their senses. The teachers use effective questioning techniques to extend the children's thinking and help them make sense of the world. For example, children consider their journey to school. They are

encouraged to use their eyes and ears when thinking about crossing the road. Good opportunities in role-play indoors with the toys reinforce learning effectively. In scientific activities, the children use their sense of smell to help them recognise substances such as, shampoo and soap. They learn to recognise change over time and are becoming aware of the patterns of nature when looking for signs of autumn in the school grounds. When looking at photographs of themselves, they consider how they have already changed since their own babyhood. Celebrations of Harvest, Halloween and Bonfire Night introduce children to the wider world of their own and other traditions. Opportunities to investigate construction materials are appropriately provided throughout the Foundation Stage, but activities are sometimes too directed and there is not enough provision for children to select appropriate resources or initiate projects of their own. Information technology is used well to support learning. At the end of the Foundation Stage, most children are adept at using the mouse to move objects on screen, for instance, to copy a repeated pattern.

Physical development

58. Progress in physical development is good overall. The majority of children reach the Early Learning Goals and exceed them in gymnastics by the time they start in Year 1. Activities are carefully focused to develop skills over time. For instance, the children persevere and gradually are becoming confident in throwing and catching large and small balls. The children are learning to control wheeled vehicles successfully and negotiate space with an awareness of others. They respond to instructions quickly; for instance, when stopping and starting. The good teaching builds carefully on what children can already do. They take part enthusiastically in physical education lessons in the hall with large apparatus and in daily outdoor play sessions. In physical education lessons in the hall, children move freely with pleasure and confidence. They experiment with different ways of moving and control their bodies to hop, skip, jump and run in sequence. They show increasing co-ordination and respond quickly to the teachers' clear instructions and signals on the tambourine. They respond imaginatively to music. They develop their movements to represent large and small movements in time to music. All teachers manage the children effectively and show good awareness of safety aspects. They use praise to encourage the children to explore a range of movement and develop confidence. Opportunities to use children as exemplars to improve the standards of all are missed sometimes, but teachers do give clear instructions on how to improve. Plenary sessions are used well. Children are encouraged to think about what they have done and are becoming aware of their own progress.

Creative development

59. By the end of the reception year, children achieve the expectations of the Early Learning Goals, particularly in their use of colour. The teachers provide a broad curriculum supported by a range of interesting resources well directed to extending the children's creative development. Imaginative role-play opportunities are used appropriately to increase children's creativity. Staff intervene sensitively to support and extend children's ideas so that they make good progress. The teachers develop the art curriculum imaginatively and prepare resources well so that children have access to a range of media to express their own ideas. The good, colourful classroom displays help to promote learning. Much relevant work is suitably based on learning, recognising and matching colours, and evidence was seen of children mixing colours for themselves. Careful teaching based on good knowledge and understanding, also enables children to respond to the world around them. For example, when printing with fruits and vegetables, the children experiment with

different shapes and textures to help them create images of townscapes on paper. They concentrate hard to compose their own pictures with paint, but adults sometimes miss opportunities to encourage the children to talk about their own experiences. All children join enthusiastically in a satisfactory range of songs and rhymes. They sing simple songs reasonably confidently from memory and use percussion to accompany themselves. A few children can keep to the beat and provide suitable effects. When learning about untuned percussion instruments, the children enjoy making a variety of sounds with shakers, maracas, tambourines and wood blocks.

ENGLISH

60. Standards in English are below average at the end of both key stages. In the 2000 national tests at the end of Key Stage 1 results in reading were average and below average in writing. When compared to schools considered broadly similar, these results were below average for these schools. At the end of Key Stage 2, tests results were well below average in English when compared to schools nationally and to similar schools. Within the school at Key Stage 1 pupils achieve standards that are average in reading and below average in speaking and listening and reading. At Key Stage 2 pupils achieve standards below the national averages in speaking and listening, reading and writing. Although test results are below national averages the school did well to exceed its target at Key Stage 2 for 2000. To reach these results the school accordingly targeted certain groups to Year 6 for extra support. In national tests girls outperform boys at both key stages but this was not apparent from lesson observations or work samples. The progress of pupils at both key stages is satisfactory.
61. Pupils enter the school with below average skills in language and literacy. Inspection evidence indicates that overall pupils make expected gains in learning across both key stages.
62. The school has fully implemented the National Literacy Strategy, and as a result there have been significant improvements in standards in reading at Key Stage 1. The literacy hour provides many opportunities for pupils to listen carefully and the emphasis that some teachers place on pupils' careful attention has a positive effect on this aspect. Most pupils appear to attend well when listening in small and class groups and seem to be interested in what is being said. Some pupils are keen to speak and do so with confidence, but overall pupils' limited vocabulary restricts their responses. For example one Year 5 pupil became frustrated and anxious when attempting to describe the personality of the tortoise in the fable 'The Hare and the Tortoise.' He understood clearly the significance of the character's behaviour but lacked the vocabulary to adequately express himself. Pupils who lack confidence tend to wait for those who are more assured to respond to the teachers' questions. When encouraged some pupils are able to talk about their experiences and can discuss matters of immediate interest to them with humour and detail. During the inspection these pupils talked confidently with inspectors about a number of topics including family pets, favourite books, interests and travels abroad. However throughout the school a significant proportion of pupils appear to have difficulty responding to the teacher's questions other than in single word answers. Limited vocabulary reduces pupils' ability to put forward arguments, offer opinions, present information in English and in other subjects. The school has recognised the need to provide greater opportunities to develop and extend speaking skills in all lessons.

63. Pupils make expected progress in reading during their time at school, although standards are below average at the end of Key Stage 1 and Key Stage 2. However a number of pupils attain above the average levels and there is evidence that at the early part of Key Stage 2 standards are average. During Key Stage 1 pupils learn to read through a strong emphasis on the sounds words make and in using these skills to build words for themselves, as when Year 1 pupils are encouraged to record words with the phonemes 'cl', 'bl' and 'fl'. Pupils in Year 2 reinforce the spelling of 'or' words such as born, fork and stork. Throughout the key stage as a result of the literacy strategy pupils are introduced to a range of texts through which their reading skills are systematically developed and reinforced. The guided reading sessions are used well in this regard. Many pupils at Key Stage 1 understand terms such as 'title', 'author' and 'illustrator'. Higher attaining younger pupils can read simple books with fluency and are able to draw upon their recognition of words, and knowledge of letter sounds to make sense of unknown words. Although pupils have a much firmer knowledge of basic skills by the end of Key Stage 2, standards remain below average. Pupils read words more accurately but without expression or inflection. Despite thoughtful, well-focused questions by class teachers, limited language restricts pupils' comprehension skills and consequently their ability to use inference and deduction when considering texts. Pupils have limited understanding of the library organisation and only a minority are able to describe accurately the processes of locating and retrieving information. There are few planned opportunities to develop independent research skills and this has a negative effect upon higher order reading skills. The school has recognised this need and with the computerisation of the library access system plans to provide more opportunities for extending research skills.
64. Standards in writing are below average at the end of both key stages. However, standards are rising. Given their low starting point, most pupils make satisfactory progress in relation to their prior attainment. At Key Stage 1 many pupils write simple sentences, spell some words correctly and use capital letters and full stops with increasing accuracy. Spelling is carefully taught through structured phonic work, which emphasises links between reading and writing. Year 2 pupils show sound spelling and punctuation skills when composing their versions of 'A Balloon for Grandad' and clearly consider the reader when writing instructions for making jam. Older pupils are encouraged to learn spelling patterns as when Year 6 considered the linking of root words and prefixes such as 'in'. Within the literacy hour in Key Stage 2 grammar and punctuation are taught systematically and pupils extend their range of writing. They write letters to younger pupils, as well as practising letters of complaint. Some good links are made with science as when pupils use scientific vocabulary when investigating different habitats and describing food chains. However, in general there are insufficient planned opportunities for pupils to write creatively or to any length. As a result gains made in literacy lessons are not consolidated and the development of understanding in other subjects is restricted. The school has recognised this need and priority is given to it in the school development plan.
65. The quality of pupils' handwriting varies greatly and at the end of Key Stage 2 is barely satisfactory overall. The analysis of pupils' work shows that presentation overall is unsatisfactory. There are many examples of pupils not completing tasks and taking little care in their work. Information and communication technology is sometimes used appropriately for word processing but this skill is not used enough for pupils to be confident in what they do.
66. Pupils with special educational needs make satisfactory progress as a result of informed, structured teaching and skilled support. The targeting of pupils using a

range of assessments and carefully structured phonic work has a positive impact upon standards.

67. Generally pupils' attitudes to English and behaviour in lessons throughout the school are satisfactory. However there is considerable variation in attitudes. Many pupils enjoy their lessons and respond well to the structure and organisation of the literacy hour. Most pupils take part enthusiastically in the shared aspects, they are generally positive about their work and prepared to discuss it with adults.
68. The quality of teaching is satisfactory, and in a third of the lessons observed teaching is good or very good. No unsatisfactory teaching was observed. In the best lessons, teachers have a secure knowledge of the content and requirements of the English curriculum, and of the literacy strategy. This enables them to make good use of questioning to develop understanding and extend learning. Teachers plan carefully and pay good attention to using subject specific vocabulary such as 'phonemes', 'digraphs', 'root words', 'suffixes', 'pre-fixes', 'characters' and 'personality'. They show enthusiasm for English. This has a positive effect on pupils' confidence and interest. These teachers use praise well to reward pupils' efforts and to encourage pupils to achieve as well as they are able. This has a positive impact upon learning and progress. Marking is generally detailed and supportive.
69. The co-ordinator is well informed about the needs of the literacy hour and provides good leadership, manages the subject well and has been central in the development, planning, assessment and resourcing of English in the new school. The detailed analysis of school based and national tests informs the long and medium-term planning to meet the needs of the pupils, for example, in the school's decision to focus attention on reading and writing and to organise Key Stage 2 into sets based on previous achievements.
70. Resources for the teaching of English are satisfactory overall. They are used well within classrooms. Many books are new and of good quality. The library area, though attractive and easily accessible, is underused for pupils carrying out independent research activities.

MATHEMATICS

71. Standards in mathematics at the end of Key Stage 1 are average. They are below the national average at the end of Key Stage 2. The 2000 national test results were below the national average and below average in comparison with similar schools at the end of Key Stage 1. They were well below the national average and very low in comparison with similar schools at the end of Key Stage 2. The implementation of the National Numeracy Strategy is having a positive impact on standards and there is evidence of an improving picture in both key stages, although standards remain below at the top end of the school. From the test results achieved by the pupils in the present Year 6 when they were seven, there is evidence of improvement in attainment but this has not been sufficient to achieve expected levels of attainment. Pupils with special educational needs are appropriately supported and make sound progress in their learning.
72. By the age of seven standards in all areas of mathematics are average. Most pupils can add three numbers accurately to make 20 and higher attaining pupils use their knowledge of adding in tens to add larger numbers. Pupils in Year 1 count on and back in twos and in Year 2 they understand the language associated with estimating. Most know the properties of two-dimensional shapes, including the number of sides and corners, and record information using tally charts. Lower ability pupils can name simple two-dimensional shapes such as circle, square and triangle with adult support. Many can record and interpret information on simple block graphs, for

example the most popular drinks for six and seven year olds. Some pupils are beginning to explain their methods of working to the rest of the class but this is inhibited by lack of language and communication skills.

73. By the age of 11 standards are below average, although there is evidence that standards are average in Years 3 and 4. In these two groups pupils are making good progress in their learning. By the age of 11 higher attaining pupils in the school are beginning to add and subtract large numbers using a range of methods mainly accurately and use counting as a strategy for adding and subtracting negative numbers. Some pupils in the average and below average ability groups begin to understand the language of negative numbers and place them accurately on a number line but few are confident with this concept. Most in the higher attaining group can investigate nets for cubes using six squares. They can practically investigate whether their nets will make a closed cube. Pupils understand and use the vocabulary associated with ordering numbers and compare two and three-digit numbers to find the largest and smallest numbers. They begin to understand the concept of place value by partitioning numbers into tens and units. Higher attaining pupils work with 100s, tens and units.
74. The quality of teaching is good in Key Stage 1 and sound overall in Key Stage 2. This is having a positive impact on pupils' learning. The management of pupils is good in both key stages. In turn most pupils have a positive attitude to their mathematics, although in Years 5 and 6 some pupils lack a sense of urgency to complete written tasks. All teachers have a sound knowledge of the numeracy strategy, which they apply effectively, although in some lessons the mental mathematics session at the start of the lesson lacks pace. Where teaching is very good the teacher sets the scene at the start of the lesson with a brisk mental session, which is maintained throughout the session. Relationships are very good and the teacher uses specific vocabulary very well, which is very well explained where appropriate. Most teachers work hard to plan activities to match the needs of the pupils but expectations are not always high enough and lack challenge, particularly in the upper Key Stage 2. The school is attempting to address this issue through booster classes and organising teaching in groups according to pupils' prior achievements in mathematics. Planning is satisfactory overall and clearly identifies the objectives to be met in each lesson. Most teachers in turn share these objectives with the pupils, which has a positive impact on their learning. Instructions for tasks are clear and good support is usually given to ensure all pupils know and understand their task. In the best lessons praise is used well to give pupils confidence to try to answer questions and to generally raise self-esteem. The support staff and parent helpers are appropriately deployed to support learning.
75. Teachers regularly assess pupils' knowledge and understanding satisfactorily using a range of systems and are beginning to use the key objectives from the numeracy strategy to record what each pupil knows and can do. All teachers meet weekly with colleagues to evaluate lessons and use this information in their planning. There is careful analysis of individual pupils' progress by teachers but individual target setting is in the early stages of development and has yet to be fully effective. Results in standardised tests and optional tests are used effectively to set school targets and to guide planning by the senior management and subject co-ordinators.
76. The two co-ordinators are working hard together to share their expertise in each key stage and to ensure that there is continuity and progression of skills across the whole school. They are effective and are supporting their colleagues satisfactorily in raising standards. The school has identified the need to use information technology to

develop their mathematical knowledge, skills and understanding and have plans to address this. Resources, except those linked to information technology, are sufficient to enable the numeracy strategy to be taught effectively. There are good opportunities to involve parents in pupils' learning through workshops. Whole-school topics such as 'Mathematics for the Millennium' and 'Mathematics from Other Cultures' have a positive impact on pupils' learning.

SCIENCE

77. Standards are currently well below the national average by the time pupils leave the school at the end of Key Stage 2. In the standard assessment tests for 2000, only 70 per cent of 11 year olds achieved the expected Level 4 or above; of these 24 per cent reached the higher level (Level 5) which is above the average. Standards appear to be improving at Key Stage 1 where, last year, the teacher assessments indicated that 89 per cent of seven year olds achieved the expected Level 2, with 23 per cent at the higher Level 3. These figures were in line with the national averages. Standards vary considerably across the school within the different year groups. They are currently well below the expected level by Year 6 and below average by Year 2.
78. By the age of 11, pupils understand what is meant by a fair test and can use their ideas to construct such an investigation. They predict what will happen and can record their work in a variety of ways, using bar graphs effectively. However, in some lessons, pupils' unsatisfactory and sometimes poor comprehension and reading skills combine to slow their progress and lower attainment. For example, in one lesson pupils were asked to copy out and complete information about magnetic materials, and sort true or false statements about the solar system in another lesson. Some pupils could not understand the meanings of important words and therefore made relatively slow progress in these activities. Pupils can design and construct simple electrical circuits, draw and label them using appropriate symbols and suggest faults in the circuit when it does not work. They have a sound knowledge of major organs of the body and can understand that various life forms depend on each other, as in a food chain. At Key Stage 1, pupils can make simple predictions and carry out investigations to test these, using appropriate observation and recording skills. They know about different senses of the body, and use them to sort and classify different substances and materials. They know that there are many different sources of light and that sunlight and water are essential for the growth of plants. They can name objects which require electricity for power and understand many of the safety aspects associated with the use of electricity.
79. The quality of teaching is satisfactory overall at both key stages and only a very small number of unsatisfactory lessons were observed. In the majority of lessons teachers plan their work thoroughly. Teachers set appropriate objectives, and make sound use of questioning to promote pupils' thinking and challenge them. In one very good lesson on solids and liquids, pupils were asked to classify a variety of substances and objects, such as wood, water, treacle, powders and crystals. The teacher used clear explanations to link the activity with pupils' prior learning and set very specific objectives. He also made good use of key vocabulary. As a result, pupils' confidence in using scientific words increased. The pupils moved quickly into the investigation and could explain what they were doing and why. The teacher set a tone of urgency by reminding pupils what time remained for them to complete their task, with the result that pupils used their time well, working at a very productive pace. Adult support is well used to assist the progress of specific pupils.

80. Where teaching is unsatisfactory or has some shortcomings, the teacher's expectations are generally too low and planning does not take account of the different abilities of pupils. As a result, tasks are sometimes too restrictive and the pace of learning is too slow. Most teachers do not provide enough opportunities for pupils to conduct their own research and use their initiative.
81. Across the school pupils generally show interest in their work, particularly when given opportunities to work together during an investigation. However the behaviour and attitudes of a few older pupils is sometimes unsatisfactory.
82. The subject is effectively managed by a new co-ordinator who has good subject knowledge and is keen to improve provision, for example, the co-ordinator has identified that information and communication technology is not used effectively to enhance pupils' use of monitoring of events and data handling during investigations.

ART AND DESIGN

83. Evidence from lesson observations, from portfolios and range of pupils' work, very effectively displayed throughout the school, indicates that by the end of both key stages attainment is above that which might be expected of pupils of these ages. Overall, the good progress pupils make owes much to the systematic development of skills and techniques as they move through the school.
84. Within Key Stage 1 pupils explore the range of colours that can be created by mixing paint and how shades of these colours can be adjusted when, for instance, illustrating the story of Clarine, developing a pattern or painting a portrait. Pupils are beginning to observe objects and each other and record what they see. For example, pupils draw their friend's eyes as part of a project to build up a portrait. When developing work in the style of established artists such as Mondrian or Kandinsky, for example, these pupils demonstrate good brushwork. In activities such as printing, developing a collage, embellishing textiles or dyeing them, pupils are beginning to understand and use simple yet specific techniques to achieve the effect they intend.
85. In Key Stage 2 pupils are able to use their sketchbooks to practise skills and techniques. They are able to use a colour wash and develop a printing block after the style of Fra Angelico's paintings. Year 4 pupils sketch chairs from direct observation in preparation for designing their own chair. They explore and practise printing using two colours. Older pupils in the key stage demonstrate an increasing sophistication in sketching from direct observation and in the brushwork used in painting water colours. This is well illustrated by paintings in the style of 'postcards from Italy' and still life. Fabric printing stimulated by the work of William Morris and woven flower pictures in the style of Eugene Grosset are particularly effective.
86. The subject makes a good contribution to the development of literacy skills. Teachers consistently use subject-specific vocabulary and encourage pupils to use it when explaining their ideas. Opportunities for pupils to be introduced to the work of established artists and crafts people of other times and places support their spiritual and cultural development. Skills in information technology are suitably promoted when pupils use programs to generate illustrations and patterns.
87. Teaching is satisfactory overall. Teachers prepare learning aids that stimulate interest. The learning intentions are made clear to the pupils so that they know what they are to do as the lesson progresses. Opportunities are provided for pupils to

share their ideas and learn from each other. However, opportunities to directly teach techniques, such as sketching as pupils work, are often missed.

88. The management of this subject is good. The policy ensures that the requirements of the National Curriculum are met and a useful framework is in place to show when aspects of the curriculum are to be taught. Useful schemes of work to support the planning for systematic development of knowledge and skills in both key stages are now in place so that the school is well placed to improve further. There are effective systems to assess pupils' progress and the quality of provision. The outcome of these effectively informs the co-ordinator's action planning. Resources are of good quality and this makes a major contribution to the good progress of all pupils.

DESIGN AND TECHNOLOGY

89. During the inspection, few lessons were observed. However, from discussions with teachers and pupils and analysis of displays, photographic evidence and teachers' planning it is clear that pupils' attainment in design and technology is in line with that normally found at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress.
90. By the end of Key Stage 1 pupils use a range of materials to construct models based on a simple plan they have drawn, as for example, the working models of Incy Wincy Spider. Through handling paper, card and wood they develop satisfactory skills in cutting, gluing and shaping. They show appropriate skills in evaluation as they examine their results and think how they can improve them. Pupils successfully link this work to their work in science. Key Stage 1 pupils have suitable experiences in designing and making vehicles, playgrounds, puppets, moving pictures and tasty bubble and squeak.
91. In Key Stage 2 younger pupils plan and make sandwiches with healthy fillings. Appropriate consideration is given to taste, smell and texture. They are aware of hygiene and safety issues. Pupils record the process with clear annotated diagrams and make evaluations by answering a range of suitable questions. Using their knowledge of light sources Year 4 pupils make sufficiently detailed designs for ornamental torches. These pupils have experience in designing and making a picture frame for a friend and moving butterflies using their scientific knowledge of pneumatics. Year 5 and Year 6 pupils are familiar with designing and making a structure to hold a 500gm weight and consider structures to shelter under by the school gate.
92. The subject is well led. Both the policy and scheme of work have been recently reviewed and brought up to date. Resources for design and technology are adequate. They are readily accessible and of acceptable quality.

GEOGRAPHY

93. Standards are in line with national expectations at both key stages. The scheme of work and teachers' planning are appropriately focused on the development of the essential geographical skills.
94. In Key Stage 1, pupils are introduced to the use and interpretation of plans, simple maps and symbols. There is appropriate use of the local environment to help them develop a secure sense of direction and scale. They use simple directions to find routes around the park, the playground and the school and most pupils can record the

- information in plan form. They extend their skills by using block graphs to represent different methods of travelling to school. Pupils' written work is very variable in quality; standards of presentation are unsatisfactory and too much is incomplete. In some classes, speaking and listening skills are underdeveloped.
95. In Key Stage 2, pupils make sound progress. In Year 3, topic work on the effects of the weather on human activity is well focused on different types of holiday destination. Pupils are able to use brochures to identify a range of holiday activities, such as skiing, and they can make appropriate oral contributions to class discussions about holiday locations at home and abroad. They recognise that climate and weather play a significant role in the range of holiday activities and they have a secure understanding of the different symbols used to denote weather conditions. Older pupils are able to make valid comparisons between the lifestyles and values of people in Indian villages and those they find in their own community. The school's links with Certaldo in Italy through the Comenius project are proving valuable in encouraging upper Key Stage 2 pupils to develop a range of mapping and information seeking skills, but pupils' written work is inconsistent in quality and depth.
96. Pupils make sound progress, overall, especially in their mapping and interpretative skills. Pupils make less progress in written work and are slow to settle to their written tasks. Some older pupils do not take sufficient pride in their work.
97. The quality of teaching is satisfactory. Teachers have secure subject knowledge and are well informed about the geography and economy of the locality. They make appropriate use of this to extend pupils' understanding and in most classes levels of challenge are well judged.
98. Resources in geography are adequate and the growing use of information technology tools is now encouraging pupils to develop their investigative skills and to learn how to communicate successfully with other parts of the world. The role of the subject co-ordinators is well developed in order to provide an overview of the subject across the school.

HISTORY

99. Standards are in line with national expectations for both key stages. Within Key Stage 2 most pupils can sequence events and stories accurately and become increasingly aware of the differences of life in the past in their locality. Average and above average attaining pupils have sound recall skills and can compare and contrast household objects belonging to the Victorian period with those commonly found in today's homes. Pupils' accounts of their visits to the local church show that they recognise the significance of the passage of time and they can record their findings appropriately, for instance, by examining the gravestones they are able to compare the ages at which people died in the past.
100. In Key Stage 2, pupils build on the knowledge and understanding acquired in Key Stage 1. However, there is limited evidence in pupils' work that they have the opportunity to develop the full range of historical skills. Writing skills are inconsistent across the key stage and standards of recording, presentation, spelling and punctuation are generally unsatisfactory. Older pupils have a sound understanding of the concept of change over time; work with photographic sources on life in Britain in the 1940s encourages some interesting oral responses and questions, though some pupils are slow to settle to written tasks and finish them on time. Pupils are able to identify similarities and differences between past and present. Most pupils can record

information in a variety of ways, using graphs, charts and maps. Pupils do not apply their skills of writing and findings out from books often enough.

101. Teaching is satisfactory, overall, in both key stages. Teachers have secure subject knowledge and choose resources well. Where teaching is good, pupils are given appropriate opportunities to consider relevant historical sources, to offer their views and ideas and to begin to develop an historical perspective. Occasionally, however, teachers' expectations do not match pupils' abilities and too much time is spent listening rather than doing. As a result pupils lose concentration and waste time. Opportunities are missed in teachers' planning to develop cross-curricular links with literacy and other curricular areas, which the school has recognised as a priority.
102. Resources are adequate; pupils have access to a variety of reference books and sources of evidence in classrooms and the library. Wall displays are colourful and suitably linked to the curriculum; these add a further dimension to pupils' knowledge and understanding. Visits to sites of historical interest, such as the Roman fort at Caerleon, help extend pupils' knowledge and enhance their interest in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. At the end of Key Stage 1 and Key Stage 2 pupils' attainment is below national expectations. Due to lack of equipment and expertise, pupils and staff were at a very low starting point when the amalgamation of the infant and junior schools took place in 1999. However, with much investment in suitable hardware and software and teacher training the majority of pupils are making sound progress. The school has only recently started on its programme of improvement using the newly organised computer suite and teacher training scheme.
104. At Key Stage 1 pupils have successfully acquired the basic skills of using the computer mouse with satisfactory control. Pupils use the mouse and spacebar competently to correct prepared text by putting spaces between words. They are beginning to understand the functions of the backspace key. Pupils, including those with special educational needs, make sound progress in basic skills and are gaining confidence.
105. Because of a lack of experience, all Key Stage 2 classes start the scheme of work at levels below those expected to be used for their specific year groups. The school has a planned programme of work so that by the year 2003 the majority of pupils will be working at the expected level. Pupils can move the screen turtle to draw specific simple mathematical shapes. They are familiar with programming a floor robot to move and turn to follow a set path. Pupils in Years 5 and 6 are beginning to understand that selecting and storing information in an organised way helps to find specific information. Sound progress is made in understanding the use of databases and terminology of record and field. The school participates in the Comenius Project that gives opportunities to send and receive e-mail communications between themselves and schools in Italy and Denmark. At present only a few pupils have successfully sent e-mails through this new initiative. Pupils' use of reference programs to search for information relevant to support other subjects of study, such as history, is in the early stages of development. Insufficient use is made of computer facilities to support and record work across the curriculum. Limited evidence was available of graphical representation of data to support mathematics, science or geography. Pupils need much assistance in facilitating programs.
106. Pupils lack opportunities to use information and communication technology in data handling and in other subjects.

107. The school's stock of computers and software is adequate to cover National Curriculum requirements. Suitable support through initiatives such as the National Grid for Learning has enabled the school to set up a computer suite. From the school's low starting point this support has been beneficial. However, heat generated by computers makes the environment very warm to work in as the day progresses.
108. The subject is very well supported by a well-qualified subject co-ordinator. A suitable scheme of work is in place. A well-planned program of learning to promote, extend and enhance teachers' skills, knowledge and understanding and supported by the National Opportunities Fund is underway.

MUSIC

109. Standards in music are above those expected at the end of both Key Stage 1 and Key Stage 2. Pupils within Key Stage 1 are able to maintain a steady beat when using simple untuned percussion instruments. They are able to rehearse and perform with others, following the instructions of a conductor accurately. They can produce musical patterns and organise a series of sounds so that they can be reproduced. Within Key Stage 2 pupils build successfully on their learning so that they play percussion instruments carefully and systematically. They perform a composition following simple notations. They can appreciate different styles and moods of music. They are able to sing a two part song in tune unaccompanied. They sing familiar songs in rounds enthusiastically and with appropriate expression. They have a good understanding of dynamics and duration. They can experiment with timbre and compose and perform their own works confidently. Both boys and girls have equal access to this subject and the curriculum is enriched by good provision for specialist teaching of a variety of brass, woodwind and stringed instruments, as well as the provision of a choir which is well attended. There are good opportunities for the choir to perform locally.
110. The quality of teaching is good. In the best lessons the teacher has a good understanding of the subject and has previously planned the work very carefully so that a good range of appropriate resources are readily to hand. The lesson starts purposefully and pupils are made well aware of what is expected of them so that when the time comes for them to perform they do so with confidence. They are enthusiastic and eager to please because the teacher praises warmly and recognises their individual efforts enthusiastically. All pupils, including those with some degree of special educational needs, are fully involved in performing and all maintain high levels of concentration when following the teachers' dramatic instruction.
111. The co-ordinator is well qualified and has recently assumed responsibility for this subject. The co-ordinator has made a purposeful start, for example, in beginning to assemble 'song sacks' of teaching resources. These are readily available for teachers to use. Music has been well organised for some time. As a result detailed planning and support is in place to provide teachers, some of whom lack specialist knowledge and skills, to teach all the aspects of this subject thoroughly. Additional planning for future needs is carefully linked to the overall school development plan through a carefully constructed action plan for music. As a result the range and quality of resources and instruments are good and standards are high.

PHYSICAL EDUCATION

112. Standards in physical education are in line with those expected at the end of Key Stage 1 and at the end of Key Stage 2. Pupils generally reach the standard in swimming expected by the time they reach 11 years of age (to swim 25 metres). There is no difference between boys and girls in the standards achieved. The school has in place an extensive and detailed scheme of work that ensures that pupils have good planned access to a wide and interesting curriculum. As a result, within Key Stage 1 pupils have a good knowledge of the importance of warming up and cooling down before and after exercise. They are able to move imaginatively in dance, and they are able to alter the rhythm and speed of their movements as they move around the floor. They are able to receive and send balls and other small equipment with increasing accuracy and appropriate force. They are able to construct and link a series of short sequences with a clear beginning, middle and end and evaluate their success. Within Key Stage 2 pupils are able to use small apparatus such as benches and beams appropriately in a circuit of strenuous activities to develop their fitness. They are able to work constructively together to build human bridges in order to solve practical problems. They are able to recognise the importance of team work and of listening carefully to instructions as an important part of safety in their activities. They are able to follow sequences and steps from movements in dance lessons and are able to work co-operatively out of doors to solve 'team challenges' in orienteering. Additionally, there are good opportunities through the provision of a good range of clubs and after-school activities for pupils to enjoy sports for example, and there are well attended and led gymnastics and dance clubs. There are two residential visits for older pupils which provide good opportunities for outdoor experiences. Pupils also have good opportunities to take part in team games such as tag rugby, netball and soccer. There are, from time to time, imaginative initiatives to improve levels of pupils' fitness and at the same time to fundraise for sports equipment through a 'fit to drop' challenge. Both boys and girls have equal opportunities to take part.
113. The quality of teaching is good. In the best lessons teachers place heavy emphasis on achieving high standards. They make their expectations very clear, for example, by expecting very good posture and breathing techniques 'because this is your physical education lesson.' The lesson is purposeful because pupils are told clearly what is expected of them. They have vivid pictures of what they should attempt to achieve because the teacher demonstrates very well what is expected of them. As a result pupils work hard and are anxious to please. The teacher recognises their efforts warmly and increases the amount of challenge in the activity cleverly so that pupils make very good progress and are enthusiastic and well behaved for long periods. Pupils are given good opportunities to evaluate their own efforts and those of others and to suggest sensibly how movements could be improved.
114. Where teaching is less successful, teachers start the lesson purposefully and wait patiently for pupils to respond to their instructions. However, too much time is wasted in this process and some pupils become restless and spend their time 'talking' rather than 'doing'. The pace of learning is not sufficiently challenging for them to exercise hard.
115. The two joint co-ordinators are recently appointed and are in the process of assuming responsibilities from the previous co-ordinator. All three are enthusiastic and well informed. Much hard work has gone into developing a detailed scheme of work which is easy to follow and which provides teachers with a carefully planned series of lessons to be taught. A particular strength of the successful management of this

subject is the way in which the co-ordinators have been able to determine the needs of the subject as part of the overall process of assembling the school development plan. As a result the agreed budget is managed effectively.

RELIGIOUS EDUCATION

116. During the inspection few lessons were observed. However, from a scrutiny of pupils' work and teachers' plans, and by talking to pupils and teacher it is clear that standards in religious education are in line with the expectations of the locally agreed syllabus by the age of seven and 11. Pupils make satisfactory progress in their learning about the beliefs and practices of those who follow the Christian faith and of some of the world religions.
117. By the age of seven pupils understand the main celebrations of the Christian calendar such as Harvest, Christmas and Easter. In Year 2 pupils visit their local church to look at the important features inside the building. They also look at the Menorah used during Jewish worship. They begin to learn about the meaning of some of the parables such as 'The Good Samaritan' and 'The Lost Sheep'.
118. By the age of 11 pupils have a satisfactory knowledge and understanding of aspects of Christianity, Judaism, Hinduism and Buddhism. They look at important religious texts used and their religious festivals, including stories from the Bible and the Koran. They also begin to discuss issues such as what is worship and what is faith. For example in a lesson in Year 4 pupils thought about having faith in each other when blindfolded and also faith associated with religion.
119. The good scheme of work, planned by the co-ordinator, supports teachers well in planning. The school has acknowledged the need to review the scheme of work in Key Stage 1 to ensure that it meets the requirements of the recently revised syllabus.
120. The co-ordinator supports staff helping with the planning of lessons and organising resources for lessons. Although the school makes good use of the local church to enhance the curriculum, there are no opportunities planned to enable pupils to experience at first hand places of worship of other religions or to have visitors of other beliefs to talk about their religions. Resources are satisfactory and are used appropriately. There are insufficient opportunities to look at how well pupils are taught and learn.