

# INSPECTION REPORT

**HOLY TRINITY CE AIDED PRIMARY SCHOOL**

Yeovil

LEA area: Somerset

Unique reference number: 123859

Headteacher: Mrs Patricia Kirkham

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 28 - 31 January 2002

Inspection number: 195567

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Lime Tree Avenue  
Yeovil

Postcode: Somerset  
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Appropriate authority: Governing body

Name of chair of governors: Reverend John Bennett

Date of previous inspection: May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                  |                      | Subject responsibilities   | Aspect responsibilities   |
|--------------|------------------|----------------------|--|---|
| 21184        | Alan Fullwood    | Registered inspector | Science<br>Music   | What sort of school is it?<br>The school's results and pupils' achievements<br>How well are pupils taught?<br>How well is the school led and managed?             |
| 19322        | Judi Bedawi      | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 23917        | Tony Clarke      | Team inspector       | English<br>Design and technology<br>Physical education<br>Special educational needs<br>English as an additional language | How good are the curricular and other opportunities offered to pupils?  |
| 24805        | Alison Cogher    | Team inspector       | Mathematics<br>Art and design<br>Foundation Stage  |   |
| 12116        | Christina Morgan | Team inspector       | Information and communication technology<br>Geography<br>History<br>Equal opportunities                                  |   |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity is a slightly above average sized primary school situated in the town of Yeovil. There are 292 boys and girls on roll taught in ten mixed aged classes. Currently, there are many more boys than girls. At the time of the inspection there were 39 children in their foundation year, 28 taught in a reception class and 11 in a mixed Year R/1 class. The catchment area of the school has not changed since the last inspection, but the attainment of the children on entry to the school varies from year to year. This year it was average. However, children's attainment in speaking and listening, and in personal and social development is below average. Approximately 19 per cent of pupils are on the school's special educational needs register as needing some form of additional support, which is broadly in line with the national average. The school also caters for pupils with physical disabilities. Approximately two per cent of pupils are entitled to free school meals, below the national average. There are very few pupils from ethnic minority backgrounds or who are at an early stage in learning English. Last year there was a seven per cent movement of pupils to and from the school at times other than their normal first admission or when they transfer to secondary school. During the inspection there were two supply teachers, covering for permanent staff, who had only just started at the school.

### **HOW GOOD THE SCHOOL IS**

Holy Trinity is an effective school that provides a warm and caring Christian community where pupils feel valued and well supported. It offers a sound education for its pupils and enables them to make satisfactory progress in National Curriculum subjects. The school is led well and managed satisfactorily. It provides satisfactory value for money.

#### **What the school does well**

- Enables pupils to achieve good standards in English and mathematics at the end of Year 2.
- Provides well for pupils with learning difficulties or physical disabilities.
- Provides well for pupils' spiritual, moral and social development.
- Maintains a positive partnership with parents in the education of their children.
- Enables pupils to attain above average standards in art across the school and in information and communication technology by the age of seven.

#### **What could be improved**

- The planning for the development of pupils' speaking and listening skills and the use made of pupils' literacy skills across the curriculum.
- The planning of opportunities to develop children's personal, social, and imaginative skills in the Foundation Stage.
- The use made of assessment information to inform teaching and learning.
- The quality of daily lesson planning.
- The provision made for pupils to be aware of the wide range of cultures evident in Britain today.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since it was last inspected in May 1997. Standards attained by pupils by the time they leave the school at the age of 11, in National Curriculum tests in English, mathematics and science, were, until 2000, rising each year above the nationally improving trend. Good improvement has been made to the provision made for teaching information and communication technology and statutory requirements are now met. Standards have risen at each key stage. Provision for special educational needs is well managed and the school provides well for these pupils and those with physical disabilities. Sound progress has been made in addressing other key issues identified at the time of the last inspection in the areas of curriculum planning and making better use of the good assessment and tracking procedures established over the last few years. The overall profile of the quality of teaching has improved and procedures for the monitoring of teaching established. However, these procedures are not yet sufficiently rigorous to identify what works and what does not, so that good practice can be more widely disseminated. The roles of senior managers and subject co-ordinators in monitoring the work of the school have improved but there is a need to develop these further so that all staff with management responsibilities have a secure grasp of the provision made for their subjects and the standards pupils attain. After a period of consolidation with the introduction of the National Literacy and Numeracy Strategies, the school is well placed to make further improvement.

## STANDARDS

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

| Performance in: | compared with |      |      |                 | Key  |
|-----------------|---------------|------|------|-----------------|--|
|                 | all schools   |      |      | similar schools |  |
|                 | 1999          | 2000 | 2001 | 2001            |  |
| English         | A             | A    | C    | E               | well above average    A<br>above average        B<br>average                    C<br>below average          D<br>well below average    E |
| Mathematics     | B             | A    | D    | E               |  |
| Science         | B             | B    | C    | D               |  |

The above table shows, for example, that pupils' standards of attainment in English at the end of Year 6 in the year 2001 National Curriculum tests were average in comparison with all schools but well below average in comparison with schools who admit their pupils from similar backgrounds. These results are not typical of the school as results have been improving above the national trend until 2001 when they fell sharply. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English, mathematics and science is broadly in line with national expectations and that pupils make satisfactory progress. Pupils make satisfactory progress and attain average standards in other National Curriculum subjects, except in art where standards are above average.

The school's targets for 2001 were achieved in English but not in mathematics. Inspection evidence indicates that the more ambitious targets set for 2002 will be difficult to achieve.

National test results at the end of Year 2 in 2001 showed pupils' standards of attainment in reading, writing and mathematics to be well above average in comparison with all and similar schools. Pupils' attainment has varied widely from year to year but has generally exceeded national averages. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is in line with expected levels in mathematics, science and writing but above them in reading. Standards in speaking and listening are below average. Pupils generally make satisfactory progress in these areas and in most National Curriculum subjects. The exceptions are art and information and communication technology where standards are above average.

The attainment of the children on entry to the school, although wide ranging is generally average. While in the reception classes children generally make satisfactory progress and are on track to achieve the Early Learning Goals<sup>1</sup> in all areas of learning by the end of the Foundation Stage<sup>2</sup>.

Pupils with special educational needs and those with physical disabilities make good progress. They have good support from teachers and support assistants. They are provided with relevant activities that are suitably adapted to meet their individual needs.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Pupils have good attitudes to school and enjoy learning. Foundation Stage children are happy and well cared for. The oldest pupils co-operate well together and share ideas.   |
| Behaviour, in and out of classrooms    | Good. Pupils behave well and pupils enjoy being part of the school community. When moving around the school pupils are sensible, polite and helpful. Pupils with more challenging behaviour are managed well. All pupils learn to take responsibility for their own actions and readily apologise for their unthinking actions.  |
| Personal development and relationships | Good. Pupils' make good progress in their personal development. Many younger pupils are still developing their social skills and learning to build relationships but by the time pupils reach Year 6, they have established good friendships and mature attitudes. Relationships between pupils and staff are good. The school staff provide good, caring role models, based on Christian family values, that support pupils' understanding of tolerance, honesty and trust. Pupils have sound opportunities to take responsibility and show initiative. |

<sup>1</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical development and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

<sup>2</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on the six areas of learning.

|            |   |
|------------|---|
| Attendance | Satisfactory. Pupils' attendance is broadly in line with most other primary schools. They arrive for school on time and are punctual for lessons. |
|------------|---|

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception    | Years 1 – 2  | Years 3 – 6  |
|------------------------|--------------|--------------|--------------|
| Quality of teaching    | Satisfactory | 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, and varies from very good to unsatisfactory. It was satisfactory or better in approximately nine out of ten lessons. A half of the lessons seen were good or better. Three lessons were unsatisfactory. The overall profile of teaching has improved since the last inspection by significantly reducing the proportion of unsatisfactory teaching.

Strengths of teaching are teachers' good knowledge of the National Curriculum and the teaching of basic literacy and numeracy skills. Weaknesses in teaching are the quality of teachers' planning in identifying what they hope pupils will achieve by the end of some lessons, and the extent to which informal assessments are used to plan future work for pupils.

The quality of teaching of children in the Foundation Stage is satisfactory overall but assessment information is not always used to plan effectively for pupils' personal, social and imaginative development.

The National Literacy and Numeracy Strategies have been implemented appropriately and pupils make satisfactory progress. Planned opportunities to develop pupils' speaking and listening skills are limited, as is the use pupils make of their literacy skills in other areas of the curriculum.

The quality of teaching in art and information and communication technology is good. The quality of teaching in most other National Curriculum subjects is satisfactory. Homework is used satisfactorily to support pupils' learning. Pupils' work is marked regularly and often contains supportive comments. It sometimes includes comments on how pupils could improve their work. From some lessons observed and the scrutiny of pupils' previously completed work, insufficient use is sometimes made of assessment data to plan work to meet pupils' individual needs.

The teaching of pupils with special educational needs is good.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Satisfactory. The curriculum meets the requirements of the National Curriculum and the Foundation Stage. However, there are weaknesses in planning of work to provide for the development of children's personal, social and emotional skills, and their imaginative, and decision-making skills. The National Literacy and Numeracy Strategies have been implemented appropriately but insufficient emphasis is placed on developing pupils' investigative and research skills in science and on developing pupils' speaking and listening skills and extended writing skills across the curriculum. There are good links with the community and partner institutions, such as the secondary schools pupils transfer to. |
| Provision for pupils with special educational needs   | Good. Pupils get good support from teachers and learning support assistants and this enables them to access the same curriculum as the rest of their class and make good progress towards the targets in their individual education plans.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. The school successfully promotes a Christian ethos where pupils understand right and wrong, develop mature attitudes and are aware of their own culture and the culture of other people.  |
| How well the school cares for its pupils  | Good. Pupils are well cared for by staff in a Christian family community and this is a significant strength of this happy school. Procedures for pupil assessment and monitoring academic progress are good but the use of this information to refine curriculum planning to meet the needs of pupils is underdeveloped.  |

The school enjoys a good partnership with parents. Parents have a high opinions of the school and are kept well informed by the school. Parents make a significant contribution to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The school is led well and managed satisfactorily. The headteacher gives a strong, clear educational direction to the work of the school. There are established procedures for the observation of teaching and learning but subject co-ordinators do not have regular opportunities to identify strengths and weaknesses in the teaching of particular subjects. The management of the provision for pupils with special educational needs is good. |

|  |   |
|--|---|
| How well the governors fulfil their responsibilities | Satisfactory. The governing body is supportive of staff, parents and pupils. There is an appropriate committee structure and governors are actively involved in directly monitoring the work of the school. Governors fulfil their statutory duties.                          |
| The school's evaluation of its performance           | Satisfactory. The management of the school has begun to monitor the school's performance more closely and staff are becoming more involved in identifying strengths and areas for improvement. The school improvement plan identifies appropriate priorities for development. |
| The strategic use of resources                       | Good. Financial planning is good. The budget is managed well and resources are carefully considered before purchase ensuring that the principles of best value are applied well.  |

The school is well staffed and the accommodation is good. However, the new computer suite is too small to take the number of pupils currently being taught in it. Resources for outdoor play for children in the Foundation Stage are unsatisfactory. Learning resources are satisfactory, except for mathematics and art where they are good, and information and communication technology, geography, history where they are unsatisfactory.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| <b>What pleases parents most</b>   | <b>What parents would like to see improved</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• They would feel comfortable approaching the school with questions or a problem.</li> <li>• The school expects their children to work hard.</li> </ul> | <ul style="list-style-type: none"> <li>• The information they receive about how their children are getting on.</li> <li>• The range of extra-curricular activities provided by the school.</li> </ul> |

Inspectors' judgements support parents' positive views. Some parents thought that the school did not provide an interesting range of activities outside lessons. There is in fact a good range of such activities. The information parents receive about the work of the school is good and reports are appropriately detailed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The attainment of the children on entry to the school, although wide ranging, is generally average. Evidence from the inspection indicates that, by the age of 11, standards in English, mathematics and science are at expected levels for their age, and that pupils make satisfactory progress. Pupils with special educational needs make good progress because of the good support they receive.
2. Although children's attainment on entry to the reception classes is average, some children's attainment in aspects of speaking and listening, mathematical development, and personal, social and emotional development is below average. They make satisfactory progress and are on track to reach the Early Learning Goals in all areas of learning by the time they start Year 1. However, in their personal, social and emotional development, learning opportunities aimed at developing children's skills and understanding in this area are limited within the current structure of the school day. Children make at least satisfactory progress in their skills of communication, language and literacy. Many children have immature speaking and listening skills but teachers give good emphasis to the development of children's oral skills. Children make satisfactory progress in learning to read and in writing. However, the quality and range of books to help promote children's knowledge and understanding of other cultures and beliefs are limited and many are not sufficiently appropriate in the language used in the text for the age of the children. Children make satisfactory progress in their mathematical development. The work planned for them covers all areas of mathematical development and most children reach the expected Early Learning Goals by the end of their reception year. Children make sound progress in their knowledge and understanding of the world. They have a growing knowledge of the variety of life in the world around them and the way they have changed since they were a baby. They develop a growing knowledge of their immediate surroundings and religious traditions. They learn to operate a computer independently. Children's physical skills are developing appropriately as they grow in confidence in their co-ordination. However, the lack of a secure outside play area and limited play resources restrict the development of pupils' physical skills. Children make good progress in using their imaginations to respond to music and to draw and paint using a variety of media. They make satisfactory progress in developing their imaginative skills in the role-play situations provided but, because many children have immature social and communication skills, these sessions are not always productive unless supported by an adult.
3. In the year 2001 National Curriculum tests at the age of seven, pupils' attainment in reading and writing was well above national averages for all and similar schools. Since 1997 pupils' attainment has varied from year to year but generally maintained an upward trend. The performance of girls and boys is similar. Inspection evidence indicates that the attainment of the current group of pupils in Year 2 is on track to achieve above average attainment in reading and average levels in writing. Pupils' attainment in speaking and listening is below average. Most pupils are articulate and make sound progress in relation to their initially low skills in speaking and listening. They speak openly about matters important to them but they do not always listen to what others have to say. A significant number of pupils have a limited vocabulary and give one word answers to questions or speak in short sentences. Good opportunities are provided for pupils to listen attentively but teachers' planning rarely shows how

pupils might improve their speaking and listening skills in each lesson. The school gives a high priority to the teaching of reading with the result that the standard of reading is above average and the majority of pupils read well and with good understanding. However, they often read without expression. Pupils make satisfactory progress and attain average standards in writing. They are able to write simple stories, short accounts and sets of instructions. Handwriting skills are developed well.

4. In mathematics, the results in the year 2001 National Curriculum tests at the end of Year 2 were well above average for all and similar schools. Since 1997 pupils' attainment has varied from year to year but generally maintained an upward trend. Boys generally perform better than girls but not significantly so. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is broadly in line with national expectations for pupils of this age and a significant minority of pupils attain standards above this. Pupils make satisfactory progress. The majority of pupils confidently add two numbers up to 20 and understand place value to 100. Higher attaining pupils add two digit numbers mentally and can double numbers up to 50. Most pupils have a good understanding of mathematical vocabulary and develop an appropriate understanding of measures, shape and space.
5. Teacher assessments in science at the end of Year 2 in 2001 show the percentage of pupils reaching the expected Level 2 or above, to be high in comparison with the national average. Currently, the standards of attainment of Year 2 pupils are in line with national expectations and pupils make sound progress in their learning. Most pupils have a good understanding of all aspects of science that they have covered and, with adult help, can carry out their own investigations understanding the importance of a 'fair test'.
6. By the end of Year 2, pupils' standards of attainment are above national expectations in information and communication technology. Pupils are achieving well in this subject due to increased confidence of staff in teaching the subject and the regular opportunities pupils have to use the computer suite. By the end of Year 2, pupils are confident in using word-processing, data-handling and control technology programs. Standards have improved since the last inspection.
7. The standards of attainment in art for pupils aged seven are above national expectations. All pupils, including those with special educational needs, make at least satisfactory progress and many pupils achieve well in lessons due to the good quality of teaching they receive. Pupils build up their art skills using a wide range of materials. Their work is displayed well and celebrated in displays around the school. The good standards noted at the time of the last inspection have been maintained.
8. By the end of Year 2 pupils' standards of attainment in design and technology, geography, history, music and physical education are in line with expectations for their age. Pupils make satisfactory progress in these subjects. Standards have been maintained since the time of the last inspection.
9. The results of the 2001 National Curriculum tests for 11 year olds show pupils' attainment to be close to the national average for all schools but well below average when compared to similar schools. These results are not typical for the school. This cohort of pupils contained a high proportion of pupils with special educational needs and the results were not unexpected by the school. The school has maintained an upward trend, above the nationally improving trend, until 2001 when standards fell sharply. Inspection evidence indicates that the attainment of the current group of

pupils aged 11 is in line with national expectations and that they are making satisfactory progress in relation to their previous attainment. Standards are similar to those reported at the time of the last inspection. By the age of 11, pupils' attainment in speaking and listening is in line with national expectations. Higher attaining pupils are confident speakers and listen well in lessons. However, a significant number of pupils have a limited ability to express their thoughts and ideas clearly. Literacy lessons provide good opportunities for pupils to listen but planned opportunities to improve the quality of pupils' oral skills are often not evident. By the age of 11 pupils' standards of reading overall are in line with national expectations but a significant number of pupils attain above this. Many pupils read accurately and fluently a range of fiction and non-fiction books but few of them choose to read at home on a regular basis. Higher attaining pupils talk enthusiastically about their favourite authors and make interesting comparisons between the books they have read and the films they have seen, for example 'Harry Potter and the Philosopher's Stone'. However, the school provides few opportunities for pupils to carry out independent research and this limits the development of the skills of skimming and scanning for information. Standards in writing are in line with national expectations. Most pupils are able to write for a range of different purposes using correct punctuation and grammar. However, few are able to sustain their ideas in more extended pieces of writing. There are some good examples of pupils using imaginative words to write poetry but not to write creatively extended pieces of writing. There are few planned opportunities for pupils to develop skills in the use of writing in other subjects. The school has recognised this need and priority is given to writing in the current school development plan.

10. In the year 2001 National Curriculum tests in mathematics at the end of Year 6, pupils' attainment was below average when compared with all schools and well below average when compared to similar schools. Standards fell sharply in 2001 having maintained an upward trend since the last inspection. Inspection evidence indicates that standards of attainment in the current Year 6 are in line with national expectations overall but that a significant minority of pupils will achieve above this. Pupils make satisfactory progress and standards have been maintained since the last inspection. Most Year 6 pupils have a good understanding of the place value of number and use the four rules of computation with numbers to two decimal places. They have a sound knowledge of number facts but their speed of mental calculation in using times tables is not yet secure. Pupils enjoy mathematics and the quality of teaching they receive is good. Lower attaining pupils receive good support and make good progress in small group 'Springboard Maths' sessions.
11. The school's targets for the number of pupils who would attain the expected Level 4 or above in English and mathematics were reached in English in 2001 but were not reached in mathematics. Evidence from the inspection indicates that targets for 2002, which are ambitious, will be hard to achieve.
12. In science, the results of the year 2001 national tests at the end of Year 6 showed pupils' attainment to be close to the national average for all schools but below average in comparison with similar schools. Since the last inspection the school maintained an upward trend in pupils' standards of attainment until they fell sharply in 2001. Inspection evidence indicates that the attainment of the current group of Year 6 pupils is in line with national expectations. Standards have been maintained since the last inspection. Pupils have a sound understanding of scientific concepts and record their findings in a variety of ways. However, pupils have few opportunities to record their work in their own way or to design their own scientific investigations.

13. Pupils' attainment in information and communication technology is in line with national expectations at the end of Year 6. This is an improvement in the standards found at the time of the last inspection. The school has made good progress in this area due to the greatly improved resources and the training for teachers to use them. Pupils make satisfactory progress in the skills of word processing, data-handling and control technology using the 'Logo' program.
14. By the end of Year 6, pupils' standards of attainment in art are above national expectations. Pupils make at least satisfactory progress and many pupils achieve well in lessons due to the good quality of teaching they receive. The good standards noted at the time of the last inspection have been maintained.
15. By the age of 11 pupils make satisfactory progress and attain standards in line with national expectations in design and technology, history, geography, music and physical education. Standards have been maintained in these subjects.
16. Provision overall for special educational needs is good and good provision is made for those pupils who have Statements of Special Educational Need. Reference to the special educational needs register, to individual education plans and discussions with the special educational needs co-ordinator, class teachers, and learning support assistants indicate that most pupils are making good progress towards meeting their individual learning targets. Provision is made very well for those pupils who have specific learning difficulties in English and mathematics. The provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same good progress towards the targets set for them. Pupils with English as an additional language make good progress and are generally in higher attaining groups.

### **Pupils' attitudes, values and personal development**

17. Pupils have good attitudes to school and enjoy learning. Their behaviour is good, particularly in lessons. Pupils' personal development and relationships are satisfactory overall, with the personal development of the oldest pupils being good, reflecting their increased maturity. Attendance is satisfactory.
18. The youngest children are happy and well cared for. The relationships between adults and children are good and staff encourage children to become more aware of others in the class. Children are still at an early stage of developing their own friendships and learning to share activities. They are happily involved in small group activities when supervised by staff, but are less confident when working or playing in class groups without direct adult input. Some children still prefer to play and work independently of each other. The children show good interest when, for example, given the opportunity to use the computer, or listening to a story. However, their concentration and understanding are often restricted because activities are focused on the National Curriculum, rather than the Early Learning Goals for young children. The children's behaviour is satisfactory. Small disputes are not unusual because the children are still learning how to relate to others. The staff handle behaviour well, encouraging pupils to understand why their behaviour was not appropriate and reinforcing moral aspects such as right and wrong, giving effective praise when children do well. The youngest children have a small outside area in which to play, but no resources such as large fixed play equipment, or seating. This inhibits opportunities for the children to learn through discovery, or to participate in structured activities to enhance teamwork and co-operation, or simply to be quiet and enjoy others' company.

19. Pupils in the rest of the school have good attitudes to their work and enjoy learning. The oldest pupils generally participate well in answering questions. Sometimes, too long is spent in explaining work and pupils' concentration and their ability to listen wavers, although they remain tolerant even when work is more mundane or does not fully meet pupils' needs. Pupils make steady progress with their learning, persevering well when finding new concepts, such as division facts difficult to grasp. Year 5 and 6 pupils show good co-operative and collaborative skills; they are supportive, sharing ideas to further improve or extend others' work.
20. Pupils' behaviour is good and pupils enjoy being part of the school community. In lessons, pupils know that they are expected to learn and behave properly. They enjoy receiving praise from their teachers when they do well. In a number of classes noise levels are rather high when activities change during lessons, but noise usually diminishes as pupils become involved in work. There are a number of pupils with challenging behaviour. This is managed well, sometimes with focused support, and encouragement and praise are well received by pupils. When moving around the school pupils are sensible, polite and helpful, enjoying holding open doors for others. They treat their environment with care. At play, the majority of pupils remains well behaved. A small minority forget about the needs of others and are boisterous, rushing around, playing inappropriate 'chasing' games, or allowing football to intrude. When pupils are sometimes unkind to each other, perhaps calling names or fighting, staff expect them to apologise and reflect upon their inappropriate behaviour or actions. In the main playground area, there is nowhere for pupils who want to be quiet or rest, to sit; the quiet playground is in another part of the grounds. There have been no exclusions in the last year, an improvement since the last report.
21. Generally pupils with special educational needs have good attitudes to learning. The behaviour of those pupils without specific behavioural difficulties is good, with pupils showing good responses to their teachers and learning support assistants. The response of other pupils towards pupils with special educational needs is also good. Special educational needs pupils are well integrated socially.
22. Pupils make good progress in their personal development. Many Year 1 and 2 pupils are still developing their social skills and learning to build relationships. However, by the time pupils reach Years 5 and 6, they have established good friendships and mature attitudes. Relationships between pupils and staff are good. The headteacher and her staff provide good, caring role models, based on Christian family values, that support pupils' understanding of attributes such as tolerance, honesty and trust. This is very evident in the way that pupils involve those with special educational needs in all their learning and play activities; a pupil with physical disabilities was helped by another pupil to make loud and soft sounds holding a violin. The very few ethnic minority pupils are also equally involved and well integrated. However, more could be done to promote and reflect the richness of their cultural heritage and experiences. This would develop a deeper awareness and extend pupils' knowledge.
23. Pupils' use of initiative and responsibility is satisfactory. Most responsibility is focused on the oldest pupils in the school. There are fewer opportunities for younger pupils to take on responsibility beyond the usual duties, such as returning registers or tidying the classroom. Year 6 monitors have half-termly meetings with senior staff to talk about improvements or areas needing attention around the school, but there is no whole-school forum such as a school council. If monitors do not carry out their duties effectively, the responsibility can be taken away from them but pupils generally respond well to being given opportunities to show initiative. When younger pupils are

offered responsibility they are sensible and trustworthy. Individual pupils show good impromptu use of initiative; for example, putting chairs and tables away unasked after a lesson in the hall. Planned residential visits for Years 5 and 6 provide opportunities to develop personal and social skills.

24. Attendance is satisfactory and broadly in line with most other primary schools. Registers are called promptly and most pupils arrive on time.

## **HOW WELL ARE PUPILS TAUGHT?**

25. The quality of teaching is satisfactory overall, and varies from very good to unsatisfactory. It was satisfactory or better in approximately nine out of ten lessons. A half of the lessons seen were good or better. Three lessons were unsatisfactory. The overall profile of teaching has improved since the last inspection by significantly reducing the proportion of unsatisfactory teaching.
26. A significant strength of the teaching seen was teachers' generally good knowledge of the National Curriculum and the teaching of pupils' basic literacy and numeracy skills. A weakness in teaching was the quality of teachers' planning in identifying what it was they hoped the pupils to have achieved by the end of some lessons, and the extent to which informal assessments are used to plan future work for pupils.
27. The quality of teaching, planning and assessment for children under five were issues for the school at the time of the last inspection. Progress has been made in all of these aspects and teaching is now satisfactory overall with some good features. It was satisfactory or better in nine out of ten lessons, with a third being good. There was one instance of unsatisfactory teaching. Teachers have a sound understanding of the Foundation Stage curriculum. They understand how young children learn, and are competent in the teaching of phonics and other basic skills. Teachers use the initial assessments made when children start at the school and regular ongoing assessment to ensure that they clearly identify what children can and cannot do. However, the results of these assessments are not used to plan effectively for all areas of children's learning. The expected learning for children of differing abilities through the activities planned is not always clearly defined. Activities to develop children's literacy and numeracy skills are emphasised strongly and more closely match the learning needs of all children. Activities aimed at supporting the development of children's personal, social and emotional, and communication skills are regularly planned for. However, the organisation of these activities is often insufficiently structured to allow purposeful learning to take place. Although planning overall has improved since the last inspection, it remains an issue that requires further development. All children, including those with special educational needs, make satisfactory progress.
28. The quality of teaching in Years 1 and 2 is satisfactory overall, and varies from very good to satisfactory. It was good in approximately a third of the lessons and very good in one in five lessons. The quality of teaching in Years 3, 4, 5 and 6 is satisfactory overall, and varies from very good to unsatisfactory. It was satisfactory or better in the vast majority of lessons, of which approximately half the lessons were good and one in ten very good. Teaching was unsatisfactory in two lessons.
29. Teachers have a good knowledge and understanding of the National Curriculum and generally plan appropriate activities for the ability groups within classes. However, activities are not always sufficiently challenging to meet the needs of all pupils in the mixed ability classes, particularly the more able. In the better quality lessons,

teachers have high expectations of what pupils can achieve in a given period of time and make use of tight time structures to keep the pace of lessons brisk. The work set is challenging and motivates pupils to work hard and complete their work on time.

30. The National Literacy Strategy has been implemented appropriately and teachers have a sound understanding of the literacy framework. Lessons are well planned but not all teachers make good use of assessment information when planning future work. This has a negative impact on the progress some pupils make.
31. The National Numeracy Strategy has been implemented well and the quality of teaching is generally good. The school has successfully adapted the three-part lesson framework to meet the needs of pupils in split year group, and ability grouped classes. Good use is made of 'Springboard Maths' sessions to provide good support for pupils of lower ability. Teachers have a good knowledge of the numeracy framework and regularly assess pupils against the key learning objectives in planning future work.
32. The quality of teaching in science is satisfactory. The enquiry based approach adopted throughout the school ensures that pupils become scientific thinkers but more able pupils are not given sufficient opportunities to organise their own investigations or record their findings in a variety of ways. The quality of teaching and learning in information and communication technology lessons is good and consequently standards are rising. Pupils are given frequent opportunities to make use of the computer suite to learn new skills and apply them to new situations. Therefore they make good progress. Good provision and teaching ensure that pupils make good progress in their art and many of them achieve standards above national expectations. The teaching of geography, history and design and technology are satisfactory and pupils make sound progress in their learning. However, insufficient emphasis is given to the development of pupils' geographical skills. Music and physical education are taught appropriately but opportunities to evaluate their own work in physical education are few.
33. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils on the register of special educational needs and all make reference to providing suitable activities to promote learning. In the best practice seen, teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers show patience and understanding and have high expectations of both the achievement and the behaviour of pupils on the special educational needs register. They are given very good, skilled assistance from the experienced and committed learning support assistants. The combined attention of teachers and assistants has a most positive impact upon the good progress that the pupils make.
34. Homework is used satisfactorily to support pupils' learning. Pupils' work is marked regularly and often contains supportive comments. It sometimes includes comments on how pupils could improve their work. From some lessons observed and the scrutiny of pupils' previously completed work, insufficient use is sometimes made of assessment data to plan work to meet pupils' individual needs.

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

35. The curriculum for both key stages is appropriately broad and balanced and meets the requirements of the National Curriculum. The requirements for the provision of information and communication technology are now fully met. This is an improvement on the last inspection. The quality and range of learning opportunities are satisfactory in Key Stages 1 and 2. Planning is appropriately matched to all pupils and builds systematically on what they already know and can do. Appropriate time is allocated to each subject.
36. The curriculum provided for children in the Foundation Stage is satisfactory. Classrooms are set out to provide areas to support different aspects of children's learning. Teachers aim to ensure that all children have similar experiences. However, the current organisational and planning arrangements of the classes do not fully support this aim. In particular, opportunities to provide for the development of children's personal, social and emotional skills, and their imaginative, and decision-making skills varies between classes. Children are not able to play outside all year round due to the lack of a covered outdoor area and the hard play areas are not fully utilised. Teaching assistants make a positive contribution to children's learning. Overall resources are inadequate. In particular, resources to support the development of children's physical, creative and imaginative skills are limited. In addition, the current location of the classes in the school restricts the opportunities for classes to make effective use of the resources available.
37. There is good provision for pupils with special educational needs, which is an improvement on the findings of the last inspection. Pupils are provided with well-constructed individual education plans and the targets set for improvement are clear attainable and regularly reviewed in order to meet specific needs. Pupils get good support from teachers and learning support assistants enabling them to access the same curriculum as the rest of their class and make good progress towards their learning targets. The special educational needs co-ordinator plans work for individuals and for groups who have similar learning difficulties. This enables her to make best use of the adult support available. Pupils with physical disabilities are well supported and fully integrated into all aspects of school life.
38. The planning to deliver the basic skills in English and mathematics is satisfactory overall and the strategies for teaching numeracy and literacy skills are effective. However, insufficient emphasis is placed on developing pupils' independent investigative skills in science and in developing pupils' speaking and listening skills and extended writing skills across all subjects of the curriculum.
39. Detailed long-term plans are in place, which reflect the content of the schemes of work. Medium-term planning within year groups is satisfactory. Planning for the shorter term is generally completed regularly and plans are drawn up which identify appropriate activities to support learning. Weekly plans, particularly for literacy and numeracy give ample detail of the content and progression of these lessons. However, the quality of daily lesson plans is variable and currently they are not regularly monitored. Consequently the consistent delivery of the subject content cannot be guaranteed and equal access to the curriculum cannot be assured.
40. The provision for pupils' personal social and health education is satisfactory. Sex education is taught within the context of family relationships and together with drugs education is covered through science and personal, social and health education. Personal development is promoted on a day-to-day basis through the good care and attention that staff pay to all pupils. Overall the curriculum successfully promotes the

school's caring ethos and the intellectual, physical and personal development of the pupils. It prepares pupils appropriately for the next stage of their education and the good links with partner institutions ensure the effective transfer of pupils at the Foundation Stage and at the end of Year 6 when pupils move on to the secondary schools. A range of extra-curricular activities and a number of residential and periodic visits enhance the curriculum.

41. Community links with the school are good, enhancing and broadening pupil experiences. The headteacher and her staff successfully promote Christian family values, by, for example, encouraging families, many of whom are not regular church-goers, to attend Mothering Sunday or Harvest Festival services.
42. The pre-school liaison programme is well established and many Early Learning providers are involved, including playgroups and nurseries. Some staff have visited other providers to look at different approaches to the education of young children. There are also close links with the two main receiving secondary schools. Parents feel that their children are well prepared for secondary school transfer. Local colleges and schools regularly send their students on placements to gain workplace experience. The students involved feel welcomed and well supported. Pupils make local visits to enhance their learning, including to local businesses, but the school receives no business sponsorship.
43. There is much involvement of the local community which enhances pupils' understanding of citizenship and gives them opportunities to take part in community events, such as when the school orchestra and choir perform. School events are open to community members. A major event in the school calendar is the open afternoon when pupils' work and achievement are celebrated. Many local community members attend, including the mayor and the town's Member of Parliament.
44. The overall provision for pupils' spiritual, moral, social and cultural development is good. The school successfully promotes a Christian ethos, and the school's aims and aspirations in all its work.
45. Pupils' spiritual development is good. Acts of collective worship are a special time in the school day, and offer pupils appropriate moments for reflection. They fully promote the strong Christian ethos of the school. Pupils are asked to consider their own achievements over the week and celebrate the achievements of others. They consider how the Christian principles for living are as appropriate today as they were when the ten commandments were originally written. Pupils respond thoughtfully in assemblies and demonstrate a good understanding of the stories and messages found in the Bible. The school's links with a school in South Africa and a teacher in Beirut provide pupils with the opportunity to reflect on how their lives differ from those of others. They express in moving terms how fortunate they know themselves to be. In art and design lessons, teachers create regular opportunities for pupils to reflect on the moods created by different pieces of art. Pupils respond with thoughtful observations and fully explore a range of emotions. Opportunities for pupils to develop their spirituality are not fully pursued in other subjects of the curriculum.
46. Provision for pupils' moral development is good and is implicit in the life of the school. The positive behaviour policy revolves around the Christian values of care, tolerance, respect and an awareness of the needs of others. Parents and pupils are provided with details of the policy. Pupils clearly understand what is expected of them and agree with the school and class rules. They have a well-developed sense of right and wrong that is fostered throughout the work of the school. All adults act as good role models and treat pupils with respect and consideration. Pupils talk freely about how

they trust the adults who work in the school, and feel cared for by them. Moral issues are discussed in assemblies and within class sessions. However, there is no organised programme to ensure that all pupils receive similar experiences, to develop their understanding of moral issues as they progress through the school. Pupils are confident that the majority of incidents of poor behaviour are short lived and resolved quickly through discussion.

47. Pupils' social development is good and all pupils are supported well. Teachers use every opportunity to help pupils develop a positive self-image. They praise pupils for their efforts in lessons and value their contributions to discussions. The ethos of the school fully promotes the principles of respect, and pupils are encouraged in all they do to form constructive relationships. The weekly achievement awards presented in assembly promote the values of being considerate and helpful, and are valued by pupils. Pupils are encouraged to take on roles of responsibility within their classes. Year 6 pupils are given additional school wide responsibilities, which they take seriously, and undertake conscientiously. Pupils raise considerable amounts of money for a range of charities, the Emmanuel School in South Africa and an ex-pupil who now teaches in Beirut. Pupils generally demonstrate a well-developed sense of social responsibility and care for others less fortunate than themselves. Visits and extra-curricular activities provide additional positive support for pupils' social development.
48. Pupils' cultural development is satisfactory. Links with a teacher in Beirut and the school in South Africa give pupils an insight into the cultures of these countries. Involvement in local dance festivals, the study of different places in the British Isles and the use of visitors from the local community help to provide pupils with an understanding of their own culture. They have a good awareness of Christian beliefs and festivals, which are well promoted. Pupils are taught about the most significant festivals of other major world religions. However, opportunities provided to study other cultures, including the diversity of British culture are more limited. This was an issue in the last inspection report that remains to be addressed. There is a limited range of fiction books in the school to promote multicultural awareness. The links made between history and art contribute to pupils' cultural awareness. However, because these studies are, by their nature, set in the past, they do not fully reflect the cultures of the present.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

49. The quality of care and support provided by staff committed to realising the best of Christian family values, is good and a significant strength of this happy school. Procedures for pupil assessment and monitoring academic progress are good, but the use of this information to refine curriculum planning to meet the needs of pupils, is unsatisfactory. The school is aware of this weakness which is a target for development in the school improvement plan. The monitoring of personal development is satisfactory as is the monitoring of attendance and behaviour. The provision for pupils with special educational needs is good.
50. The school's procedures for monitoring and assessing pupils' academic progress in the core subjects are comprehensive and good overall. However, the procedures for monitoring and assessing pupils' progress in the foundation subjects are underdeveloped. The headteacher and other senior members of staff have ensured that procedures have improved significantly since the last inspection when the quality and use of assessment was a key issue. The school now carefully tracks pupils'

progress in English, mathematics and science through the results of national tests, Qualifications and Curriculum Authority optional tests and primary reading tests. The information gathered is analysed, collated and used well to provide an overall picture of achievement by individuals and different groups of pupils. Subsequently individual and group learning targets are set and the progress made by each pupil throughout the school is recorded. However, the analysis of pupils' performance in specific attainment targets to establish areas of strength and weakness is underdeveloped. Consequently planning cannot securely focus on areas of need. Currently the school is computerising all records using the 'Assessment Manager' program so that ready access to information can be gained quickly and the progress of individual pupils can be easily tracked. Teachers maintain a wide range of information about pupils' attainment in their record books and consequently have a clear picture of individual achievement. However, the use of such information to plan appropriate work is inconsistent. In English and mathematics, pupils have targets which are kept in their exercise books and they are encouraged to refer to these when completing work. Teachers use the 'Purple' books to record samples of pupils' written work and assess them against national standards.

51. Procedures to assess the attainment of pupils with special educational needs, and to monitor their progress against their individual education plans is good. They are used well to plan an appropriate curriculum which specifically meets the pupils' needs. The organisation and the quality of the records collected and organised by the co-ordinator, including the register of special educational needs are very good. Individual education plans compiled by the co-ordinator in consultation with the class teachers and support staff are reviewed regularly and learning targets modified accordingly. The overall quality of the individual education plans is good. They are detailed, clear and give precise, attainable learning targets. The current practice of using the 'IEP Writer' and 'SIMS Senco Module' programs to create and store information electronically is very effective and when the filing is completed it will allow ready and easy access to all records.
52. The staff know their pupils well and work positively to offer support to meet many different needs. This is most evident for pupils with special educational needs who make steady progress with their learning. However, other groups of pupils, too often receive the same work and this restricts their learning.
53. The monitoring of behaviour is satisfactory. Pupils know the school rules and staff now manage pupils effectively, particularly with regard to the oldest pupils. There are a number of pupils with challenging behaviour or increasingly complex difficulties. The school behaviour policy has been in draft form for up to two years without being ratified by the governing body. This situation requires resolution because there are a number of recorded incidents of anti-social behaviour, involving a small minority of pupils. Very clear records are kept of incidents, including pupil statements, and information given to parents. However, pupils, staff and parents would all benefit from having clearly identified written procedures setting out the way the school deals with any bullying.
54. The monitoring of personal development is satisfactory overall. The staff have good relationships with pupils and are able to offer much helpful, informal guidance to pupils. When they have any problems, pupils do feel that they can approach staff for help or to discuss any worries. However, the formal programme for personal, social, health and citizenship education (PSHCE) is not yet fully established. The policy remains in draft and although there are some circle time discussions they are not a regular feature, nor is a programme in place to cover aspects such as, relationships,

bullying or inviting specialists to talk on different topics. This would provide additional support for pupils who find social development difficult and help them to develop ways to improve. The development of the PSHCE policy is currently a target for development in the school improvement plan.

55. The monitoring of attendance is satisfactory. The school now uses a computerised system for registration and monitoring and finds this much quicker and more efficient to manage. A signing in/out book is kept, but the time that pupils arrive or leave is not always provided. However, teachers do note the time that late pupils arrive in class. The school is currently concerned that more parents are starting to take family holidays in term time, although they are always advised not to and have to complete permission slips; these holidays have a negative impact on pupils' learning.
56. Arrangements for child protection are good. The designated person is due to receive updated training soon and the child protection policy is also to be updated and extended to cover new guidance. There is a clear understanding of procedures and these are properly followed, for example, in recording any initial concerns and informing the designated person and with regard to keeping records secure and confidential. The school does not have any children currently on the 'at risk' register, but does have a 'looked after' child, with a personal plan drawn up by social services, with input from the school. The school does not always feel it is made fully aware of relevant information available about children known to outside agencies. This is a cause of concern to the school.
57. Arrangements for health and safety are good. All required checks and tests are undertaken, with, for example, detailed records of fire drills. Assessment of potential hazards are undertaken by the school and by specialist services such as the fire brigade. Most recommendations have been carried out or are in hand. The school has no medical room, but sick children are well looked after and the accident book is properly maintained. No major health and safety issues were noted

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

58. The school enjoys a good partnership with parents. Parents have good opinions of the school and know that their children are contented. The quality of information provided to parents is good, as is the contribution made by parents to their children's learning.
59. Parents and other visitors receive a warm and friendly welcome. Parents appreciate this openness and feel that they can easily approach the school if there is need. There is a well-established School Association open to parents and community members. A full programme of events such as discos and table top sales are organised throughout the school year and substantial sums of money are raised each year. Funding supplied by the association covers the costs of running the information and communication technology suite and other resources are also provided that enhance learning. The involvement of parents is satisfactory. Far fewer parents are now able to offer help during the school day, than at the last inspection, because many are working. However, a few grandparents are involved and some parents are employed as learning assistants or midday supervisors.
60. The quality of information provided to parents is good. There are frequent parent friendly newsletters giving much information about school events and reminders about other areas of school life, such as safe car parking and attendance. Class

teachers provide very detailed guidance on work to be done each term, suggesting ways in which parents can help. The School Association also have their own newsletter with, for instance, a diary of dates for school events. The prospectus meets requirements and is informative, but there are a few items missing from the governors annual report to parents. There is no financial information about funds or gifts received by the school or about governor expenses. There is no information about the implementation of the special educational needs policy and any significant policy changes that have happened over the year. Parents can view their children's work at the annual open afternoon as well as at termly parent consultation evenings and have ease of access to staff at other times. Pupil reports are satisfactory overall. There are significant strengths in the very good quality of reports for pupils with special educational needs; copies of review reports are included and each subject usually has a target. In other reports, the setting of targets is variable and mainly focused on English and mathematics. However, parents do receive the results of Qualifications and Curriculum Authority tests providing information about National Curriculum levels. Current reports do not have any space for pupil or parental comments.

61. Parents of children in the Foundation Stage are encouraged to become fully involved in their children's learning. A high quality comprehensive pre-school programme ensures that parents are well informed about what their children will experience at school, and how they can support their learning at home. They help their children with reading and provide resources to support specific topics. Parents are kept regularly informed about their child's progress.
62. Parents make a good contribution to their children's learning. Meetings about the curriculum and about Year 2 and 6 National Curriculum tests are always well attended. The school's homework policy is clearly stated and is set regularly in homework books. Teachers mark homework; this is good practice. If homework is not finished, pupils know that they have to complete it at school.
63. Parental views of the school are good. They appreciate the caring and conscientious headteacher. The support and approachability of teaching staff and the friendliness of office staff receive positive comment. Some concern was expressed about mixed age classes, homework and extra-curricular activities, but overall parents are glad that their pupils attend Holy Trinity and are well cared for.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

64. The school is led well and managed satisfactorily. The headteacher gives a strong, clear educational direction to the work of the school and promotes a Christian ethos where all pupils, regardless of their particular individual needs, are valued and fully included in the life and work of the school. She is well aware of what the school does well and where there are areas that need improvement. The headteacher's overriding aim is to develop the potential of each individual pupil in all aspects of the curriculum and to achieve excellence in academic standards.
65. There are established procedures for the observation of teaching and learning and most subject co-ordinators have had some time away from their classes in order to do this. The headteacher and her deputy regularly make observations of teaching as part of the school's performance management policy. These are used to identify individual teacher and whole-school issues, such as the development of pupils' writing. However, opportunities for co-ordinators to monitor teaching are not regular

enough to identify strengths and weaknesses in the teaching of particular subjects and to identify what works and what does not.

66. The headteacher is ably assisted by the senior management team in carrying out her responsibilities. The roles and responsibilities have been more clearly defined since the time of the last inspection and senior managers now have a higher profile within the school. Recent problems with the long-term illness of one member of the team has been well covered by other staff.
67. School development planning is satisfactory. All staff are involved in drawing up the plan and development targets are fully costed, have success criteria, a stated date by which they should be achieved and the names of the staff who will be responsible for their implementation. Targets are appropriate for the school and sound progress has been made in achieving them.
68. The governing body is supportive of staff, parents and pupils. There is an appropriate committee structure. Governors are involved in directly monitoring the work of the school by visiting classes, observing lessons and talking to subject co-ordinators. Written reports are then submitted to the governing body to inform them of the result of these visits. However, these procedures do not involve the monitoring of standards. Governors are effectively informed about the work of the school through regular headteacher reports. Procedures for performance management have been established and all relevant staff appraised. Governors fulfil their statutory duties.
69. The management of the provision for pupils with special educational needs is good. The co-ordinator is very experienced, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their curricular needs are met in lessons. The co-ordinator liaises well with fellow teachers and support staff and she is in regular contact with concerned external agencies such as the Learning Support Service, Educational Psychology Service, Social Services and relevant medical staff. Early contact is made with all parents as soon as concerns are noted about their children, and there is evidence of parental involvement in all stages of support.
70. There are a good number of both teachers and teaching assistants. Teaching staff are well qualified and trained, with an appropriate spread of expertise covering most areas of the curriculum. Teaching assistants have received a good range of training and provide positive support for pupils. All staff work hard, and support each other well. Induction procedures for new staff are clear and the school is regularly involved in hosting students from the local college and those undertaking their initial teacher training.
71. The school benefits from good accommodation, which has been well maintained through an organised maintenance programme, and the hard work of the caretaker and cleaning staff. The recent improvements have ensured good access for wheelchair users to all but one temporary classroom. The learning environment is considerably enhanced through high quality displays. Large storage facilities help to ensure that the building looks uncluttered and spacious. However, the new computer suite is small. The room becomes very crowded and hot when a whole class is working in it. Plans to install air conditioning are in the school improvement plan. The outdoor environment is well maintained and provides different areas, in which pupils can work, play and relax. Overall the hard play areas are adequate. However, the smaller of the areas used for pupils in Key Stage 1 becomes very crowded at

playtimes and consequently minor accidents are relatively common. Provision for outdoor play for children in the Foundation Stage is unsatisfactory.

72. Learning resources for mathematics and art are good. They are satisfactory for English, science, design and technology and music. For information and communication technology, geography, history and the Foundation Stage they are unsatisfactory. The information and communication technology suite is too small and there are insufficient computers to allow for pupils to share one computer between two. Software to support learning in mathematics is very limited on the computers housed in classrooms. The school plans to improve resources for history and geography after the completion of the curriculum review, which is planned for later this year. Resources for the Foundation Stage are limited, particularly in the provision for outdoor, creative and imaginative play.
73. The school bursar very effectively carries out her administrative duties and is central to the efficient running of the school. The efficiency and financial planning in the school are good. Day-to-day financial administration overseen by the bursar is very good and as a result the headteacher and governors have easy access to all the information necessary to ensure that finances are kept in good order. The budget is managed well and resources are carefully considered before purchase. The governing body is most effective in ensuring that all monies allocated are spent well to fund the school's educational priorities and that pupils benefit. All grants the school receives are spent appropriately. The finance committee of the governing body scrutinises the school's spending carefully and applies the principles of best value well in seeking services for the school. The school provides satisfactory value for money.
74. Good use is made of the range of information technology available to the school both in classrooms and in the management of the school. The school is linked to the National Grid for Learning and the Internet.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:

- (1) Improve pupils' standards of attainment in English by:
  - i. planning more opportunities for all pupils to speak in class and group discussions and listen to the views of others in literacy lessons and circle times; (para 86)
  - ii. make better use of pupils' writing skills in other curriculum subjects; (para 93)
  - iii. planning more opportunities for pupils to use the reference section of the library to develop independent research skills. (para 89)
- (2) Improve the provision made for children in the Foundation Stage by:
  - i. making better use of assessment information to plan more opportunities for pupils to develop their personal and social skills; (paras 36 & 78)
  - ii. improving the facilities and resources for children's outdoor and imaginative play; (paras 71 & 72)
  - iii. improving the quality and range of books available, particularly those that help to promote children's knowledge and understanding of other cultures and beliefs. (paras 48 & 79)
- (3) Make better use of assessment information to clearly identify what different ability groups of pupils are to have learned by the end of lessons and spreading the good practice in some teachers' planning more widely across the school. (para 50)
- (4) Improve the opportunities given to pupils to be more aware of the wide range of multicultural traditions in Britain today by planning more opportunities for them to study other cultures and improving the resources to support teachers in their planning. (para 48)
- (5) Improve the resources to support teaching in geography, history and information and communication technology. (para 72)

76. In addition to the key issues above, the following minor weakness should be considered for inclusion in the action plan:

Rewrite the school behaviour policy so that the clear procedures and consistent approach evident in the school, is reflected in an up-to-date policy for the benefit of temporary staff. (para 53)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 66 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 9         | 24   | 30           | 3              | 0    | 0         |
| Percentage | 0         | 14        | 36   | 45           | 5              | 0    | 0         |

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

### Information about the school's pupils

|  |              |
|--|--------------|
| <b>Pupils on the school's roll</b>   | YR – Y6      |
| Number of pupils on the school's roll (FTE for part-time pupils)             | 292          |
| Number of full-time pupils known to be eligible for free school meals        | 6            |
| <b>Special educational needs</b>   | YR – Y6      |
| Number of pupils with statements of special educational needs                | 5            |
| Number of pupils on the school's special educational needs register          | 57           |
| <b>English as an additional language</b>                                     | No of pupils |
| Number of pupils with English as an additional language                      | 6            |
| <b>Pupil mobility in the last school year</b>                                | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 10           |
| Pupils who left the school other than at the usual time of leaving           | 11           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 6.0 |
| National comparative data | 5.6 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 | 17    | 19    |

| National Curriculum Test/Task Results       |          | Reading  | Writing  | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 17       | 17       | 17          |
|   | Girls    | 19       | 19       | 19          |
|   | Total    | 36       | 36       | 36          |
| Percentage of pupils at NC level 2 or above | School   | 100 (93) | 100 (98) | 100 (98)    |
|   | National | 84 (83)  | 86 (84)  | 91 (90)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 17       | 17          | 17       |
|   | Girls    | 19       | 19          | 19       |
|   | Total    | 36       | 36          | 36       |
| Percentage of pupils at NC level 2 or above | School   | 100 (93) | 100 (95)    | 100 (98) |
|   | National | 85 (84)  | 89 (88)     | 89 (88)  |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 | 25    | 20    |

| National Curriculum Test/Task Results       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 18       | 14          | 22       |
|   | Girls    | 18       | 14          | 18       |
|   | Total    | 36       | 28          | 40       |
| Percentage of pupils at NC level 4 or above | School   | 80 (100) | 62 (89)     | 89 (100) |
|   | National | 75 (75)  | 71 (72)     | 87 (85)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 12          | 14      |
|   | Girls    | 17      | 16          | 18      |
|   | Total    | 31      | 28          | 32      |
| Percentage of pupils at NC level 4 or above | School   | 69 (89) | 62 (86)     | 71 (89) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 6            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 5            |
| White                           | 245          |
| Any other minority ethnic group | 2            |

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 12.3 |
| Number of pupils per qualified teacher   | 23.7 |
| Average class size                       | 29.2 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 8   |
| Total aggregate hours worked per week   | 233 |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 1 |
| Number of teachers appointed to the school during the last two years   | 1 |
| <br>   |   |
| Total number of vacant teaching posts (FTE)  | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

### **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.*

### **Financial information**

|  |           |
|--|-----------|
| Financial year                             | 2000/2001 |
|  | £         |
| Total income                               | 591,256   |
| Total expenditure                          | 590,803   |
| Expenditure per pupil                      | 1,982     |
| Balance brought forward from previous year | 27,530    |
| Balance carried forward to next year       | 27,983    |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 292 |
| Number of questionnaires returned | 89  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 63             | 29            | 4                | 2                 | 1          |
| My child is making good progress in school.  | 53             | 45            | 0                | 1                 | 1          |
| Behaviour in the school is good.   | 54             | 44            | 1                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 30             | 56            | 11               | 1                 | 1          |
| The teaching is good.  | 45             | 53            | 0                | 1                 | 1          |
| I am kept well informed about how my child is getting on.                          | 33             | 45            | 19               | 2                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 62             | 33            | 4                | 1                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 63             | 33            | 2                | 0                 | 2          |
| The school works closely with parents.   | 38             | 48            | 8                | 4                 | 1          |
| The school is well led and managed.  | 51             | 46            | 1                | 1                 | 1          |
| The school is helping my child become mature and responsible.                      | 49             | 47            | 2                | 1                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 33             | 40            | 15               | 1                 | 11         |

### Other issues raised by parents

All parents felt that there was a positive feel about the school and a pride in the appearance and what happened within the school. They felt that the school was part of the community. Parents were appreciative of the residential trips that took place each year.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

77. Children are admitted into the reception classes at the beginning of the year in which they are five. They are admitted on a part-time basis for the first few weeks. The carefully planned admissions procedures, ensures that children settle quickly into the routines of school. Before starting school most children have attended local playgroups. Children are assessed on entry to school to find out what they can do. The results of these assessments show a wide range of attainment, but overall it is average. In particular, some children's development in aspects of speaking and listening, mathematics, and personal, social and emotional development is below average. The reception classes are caring places, and children respond and learn well. Most children reach the expected goals in most areas of learning by the time they start Year 1.

#### **Personal, social and emotional development**

78. A significant minority of children, have immature skills in this area when they start school. All adults provide very good role models. Expectations are high, and relationships are good. Teaching is often good, and all children make at least satisfactory progress. However, learning opportunities aimed at developing children's skills and understanding in this area are not always fully pursued. For example, the use of playtimes and role-play situations are insufficiently explored. Overall children behave well. Most children attain the Early Learning Goals for this area of learning by the end of their reception year. Children concentrate for appropriate periods of time and respond positively to activities. Through the playing of games they learn to take turns and share. They work well individually. Some are developing the skills to allow them to work purposefully in small groups. However, many children are at the early stages of developing the skills of co-operation and often play alongside, but not with, others. They require significant input from adults to ensure their play is purposeful. Children demonstrate the ability to make decisions but opportunities for them to do so are limited within the current structure of the school day.

#### **Communication, language and literacy**

79. Most children in the reception classes attain the expectations of the Early Learning Goals in this area by the time they enter Year 1. Teaching is satisfactory and activities are planned to encourage speaking, listening, reading and writing. All children make at least satisfactory progress in all aspects of this area of learning. Many children have immature speaking and listening skills, and are unable to carry out a sustained conversation with their teachers and each other. Teachers give due emphasis to the development of these skills in whole-class and group sessions. Children are encouraged to respond to questions and teachers encourage them to use appropriate vocabulary in a range of situations. Through a well-structured programme, children learn the sounds that letters make and how to write them. They learn to identify the sounds at the beginning and end of words. Many children can write their own names. They attempt to spell words for themselves. Opportunities for children to further develop these skills through play are provided. For example, they write lists and messages in role-play situations. Children enjoy listening to stories and know how a book is organised. In the best lessons, children are encouraged to become actively involved. For example, the use of drama to act out a story had a positive impact on children's understanding of story structure. Children handle books

with care, and many can recognise simple words and read simple texts accurately. They are able to talk about their favourite books and the characters in them. They can retell stories that are well known to them. Books are freely available to children in their classrooms. The quality and range of these books are limited. In particular, factual books, and books that help to promote children's knowledge and understanding of other cultures and beliefs are very limited. In addition, many are not sufficiently appropriate in the language used in the text for the age of the children. Teachers and other adults regularly help children with their reading in school. Children take books home daily to share with their parents and family. These well-established routines help children to gain confidence and enjoyment in reading.

### **Mathematical development**

80. Children are provided with a range of activities to support their learning in this area. Teaching overall is satisfactory and all children make satisfactory progress. The work planned covers all areas of mathematical development and most children reach the expected Early Learning Goals by the end of their reception year. Activities are appropriate but are not always sufficiently practical and variable in nature. In addition, few opportunities are planned outside sessions with a specific mathematical focus, to allow children to practise their mathematical skills. As a result of their immature social, and speaking and listening skills, many children need significant adult support to ensure that they learn effectively from the activities that are planned. Most children are confident in the use of numbers to five. Some children use larger numbers and can find one more than a given number to ten, and are developing an understanding of addition through combining and counting sets of objects. Children learn and use appropriate mathematical language. For example, they correctly identify objects that are long and short. They compare, order, match and sort objects and are learning to name simple shapes. Children respond well to mathematical activities, and with help, are able to complete them successfully.

### **Knowledge and understanding of the world**

81. Most children reach the expected levels in this area of learning by the end of their reception year, because teaching is often good. Children use their senses to investigate objects and learn to describe them in terms of their properties. For example, they feel a variety of objects and materials and describe how they feel. They build and construct with a limited range of construction materials. Children have regular access to a computer, which they use to support their learning in mathematics and literacy. Children confidently operate the computer. Most are able to log on and off and select and use a program to produce simple graphs. They learn how they have changed since they were babies in terms of their needs and what they look like. They learn the names of different parts of their bodies and understand the function of their skeleton. Effective use is made of the school grounds to develop children's understanding of the natural environment. Children learn about their own culture and beliefs through a structured programme that promotes the Christian ethos of the school. However, their knowledge about the cultures and beliefs of other people is limited to learning about a limited number of special festivals.

### **Physical development**

82. Most children reach the expected levels in this area of learning by the end of their reception year. Teaching is satisfactory in structured indoor sessions and all children make satisfactory progress overall. They use a range of small and large equipment with confidence and appropriate control. For example, they use pencils and

paintbrushes to good effect in their daily work. Most children are well co-ordinated and move around their classroom and the school building in a controlled manner. There is no covered outdoor play area or appropriate large outdoor play equipment, In addition, the size of the hard play area most frequently used is very small. These factors limit the opportunities children have to develop an awareness of space and how to control their movements in an environment where they are free to move as they choose. As a result, their play often lacks purpose and minor bumps and accidents are common. In this respect, inspectors agree with the concerns of some parents. Playground markings and the teaching of some playground games have helped to support children's constructive play outside. However, due to the numbers of children on the playground the successful use of these strategies is limited.

### **Creative development**

83. Teaching in this area is often good. Children make satisfactory progress overall and good progress in the aspects of exploring materials and use of their imagination in art and design. Most are likely to meet the expected levels by the end of their reception year. They sing a range of songs and rhymes from memory. They make their own instruments, which they use to accompany their singing. They are able to talk about the sounds that instruments make and identify loud and quiet, and long and short sounds. Opportunities to learn about colour and texture are promoted well and often linked to other areas of learning. For example, children learn about texture by exploring the way objects look and feel when investigating materials. Children paint freely and confidently using their imagination and own experiences. They create pictures in the style of famous artists. Opportunities for children to use and develop their imaginative skills through role play are provided. However, because many children have immature social and communication skills, these sessions are not always productive unless supported by an adult. In the best sessions seen, the adult involved skilfully guided the children's play through the use of open-ended questions. As a result, children began to have productive conversations, and engaged in purposeful interaction.

### **ENGLISH**

84. Standards in English are well above the national average at the end of Year 2 and similar to the national average at the end of Year 6.
85. At the end of Key Stage 1, results in the 2001 national tests show that the percentage of pupils attaining the expected Level 2 in reading and writing is very high when compared to the national average. At the end of Key Stage 2 the tests show that the percentage of pupils attaining the expected Level 4 is broadly in line with the national average but below the average for similar schools. Standards were rising above the national trend until 2001 when they fell below it. Inspection evidence indicates that pupils in Year 2 are on track to achieve above average attainment in reading and average levels in writing. A significant number of pupils in Year 6 attain above average standards in reading and writing but overall the proportion of pupils on track to achieve Level 4 or above is in line with expectations.
86. Currently pupils enter the school with below average speaking and listening skills. Teacher assessment at the age of seven indicates that whilst all pupils attain the expected Level 2, the number of pupils achieving the higher Level 3 is below the national average. Inspection evidence indicates that a number of pupils are articulate and make good progress in relation to their initial skills. Older pupils speak openly

about themselves and their interests although they do not always listen to each other well. The literacy hour provides good opportunities for pupils to listen carefully and the emphasis that some teachers put on encouraging active listening particularly when concentrating on phonics and sentence level work has a positive impact on this aspect. However, throughout the school a significant proportion of pupils do not take an active speaking role and appear to have difficulty responding to teachers' questions other than in single word answers. Many speak in short simple sentences and do not have the range of descriptive words that one would expect from pupils of the same age. Overall pupils' ability to express themselves using an extended vocabulary is limited. Although included in the overall plans for English, teachers' daily planning does not always show clearly how pupils might improve their speaking and listening skills in each lesson. The school pays good attention to pupils' personal development, but circle times are not consistently timetabled. Consequently, the opportunities to discuss feelings, opinions and concerns in this type of setting are restricted. In their lessons and written work pupils employ a limited range of words because they seldom use them in their speech. Year 3 and 4 pupils can read correctly words with a silent letter but they do not understand what the words mean. For example, only two pupils appeared to know what a 'gnat' was - one pupil thought it was a bird and another a snake! Despite the efforts of some teachers, pupils also find it difficult to use subject specific language in their descriptions. For example, in a Year 4 design and technology lesson pupils clearly understood the principle of a simple electrical circuit but many could not recall 'current', 'circuit', 'conduct' and 'complete'. One boy described an electric motor as 'that thing that goes round.'

87. The school gives a high priority to the teaching of reading. The use of phonic materials in Years 1 and 2 is aimed at building up phonological awareness and the link between sounds and letters. Several commercial schemes support the teaching of spelling in Years 3, 4, 5 and 6. Published schemes form the basis of reading development. The provision of Additional Literacy Support in Years 3, 4 and 5 with a strong emphasis on phonic development has enhanced the curriculum for these pupils and had a positive impact upon reading standards through Key Stage 2.
88. Average and above average seven year old pupils read well, often with good understanding but without expression. They have learned to take in the detail of stories and can talk knowledgeably about the different characters. As in Year 2 when pupils discuss the re-telling of the Little Red Riding Hood story. The more able pupils can make reasonable predictions about what might happen next in a story and make simple comparisons with other stories they have read. Less fluent readers use different ways to help them read words that they do not recognise. For example they use pictures for clues about the story lines and use their knowledge of the sounds of individual letters and pairs of letters to help them build up words. Throughout Key Stage 1 as part of the literacy hour, pupils are introduced to a widening range of books through which phonic skills and other reading strategies are systematically introduced and reinforced. Many pupils at Key Stage 1 understand terms such as 'title', 'author' and 'illustrator'. Pupils enjoy reading stories together in the shared text element of the literacy hour.
89. In Year 6, pupils are able to read an appropriate range of fiction and non-fiction books. The school encourages pupils to read regularly and has bought a range of books aimed at interesting older boys to read for pleasure. However, many older pupils do not read regularly at home. In a discussion with Year 6 pupils, few spoke of reading as a favourite activity. The more able talk enthusiastically about their favourite authors, such as J K Rowling and Roald Dahl, and make interesting comparisons between books and films made from them. There is some evidence from the

analysis of exercise books and from displays of information being gathered for a range of subjects across the curriculum. However, there are few planned opportunities for pupils to use the reference section of the library or to interrogate the Internet for information to develop independent research skills. This has a negative impact upon the higher order reading skills of skimming and scanning for information.

90. In writing, seven year olds write simple stories, short accounts and sets of instructions. They are developing a good understanding of the structure of sentences and have a good grasp of using full stops and capital letters correctly. Year 2 pupils write detailed instructions for making a bowl of rice crispies and they use a number of compound words when creating a simple play script such as 'delighted' and 'silently'. Handwriting is developing well with suitably formed letters and appropriate use of ascenders and descenders.
91. Throughout Key Stage 2, within the literacy strategy, grammar and punctuation are taught systematically and pupils extend their range of writing. More able Year 4 pupils show creativity and effective use of a good vocabulary when planning and writing their own version of The Three Little Pigs fairy tale. Year 6 pupils adopt the style of myths and fables well when creating their own tales. They are clearly aware of the reader and use humour and a good range of adjectives to explain 'Why the baboon has a pink bottom!'
92. Lesson observations and the analysis of pupils' work indicate that pupils have limited opportunities to write creatively or to any length. However, there are some examples of high quality poems written by pupils in Year 6, such as:

'Winter's Day St Ives.

Grey houses of strange sizes  
lean silently into the dull winter dawn of a grey sea side town -  
and in the distance a trawler chugs away to new fishing grounds  
smoke rising from its funnel.'

or an emotive verse from another poem with a sea association:

'Early Morning in the Harbour.

The dark brown walls of the harbour  
Are stained green with seaweed.  
The boats  
Tugging gently at their ropes as the tide comes in.  
The sky is empty.'

93. Three poems written by pupils were published in the 'Frost Fantastic' anthology as a prize in the regional 'Threshold Prize for Poetry' competition. Pupils' books contain other examples of writing for different purposes such as narrative, play script and letter writing. However, whilst there are good examples in Years 2, 3 and 4, of the use of sustained writing in other subjects such as in geography, science and design technology, there are insufficient planned opportunities for pupils to develop skills in the use of writing in other subjects. The school has recognised this need and priority is given to writing in the current school development plan.
94. Pupils with special educational needs make good progress as a result of informed structured teaching and skilled experienced support. The targeting of pupils using a range of assessments and the subsequent carefully structured phonic work through

individual education plans has a positive impact upon standards. The school has, therefore, improved its provision for pupils with special educational needs.

95. Teaching is satisfactory across the school although there are variations in teachers' skills. A half of the teaching seen was good. Teachers across the school have a good understanding of how to teach reading and writing, and almost all are very confident and competent in delivering the National Literacy Strategy. Teachers make good use of questioning to develop understanding and extend learning and most pay good attention to developing subject specific vocabulary. As in Years 1 and 2 when they focus on 'author', 'illustrator' and 'title' and in the upper school when pupils consider 'narrative', 'character', 'myth' and 'legend'.
96. Teachers show an enthusiasm for English which has a positive effect on pupils' confidence and interest. Other characteristics of the good teaching seen are well-planned lessons and good management of pupils and learning support assistants. Teachers use praise well to reward pupils' efforts, raise self-esteem and encourage pupils to achieve as well as they are able. Whilst good examples of teachers using assessments to plan future work for pupils are seen, in most cases pupils' learning in lessons does not sufficiently inform planning. This is a weakness and has a negative impact on the progress pupils make. There are examples of supportive and analytical marking, particularly towards the end of Key Stage 2. It is regular, usually helpful and has a positive impact upon progress.
97. The management of English is good. The co-ordinator provides effective leadership through his monitoring of planning, and sets a very good example for the implementation of the National Literacy Strategy. The school has yet to make a detailed analysis of pupils' strengths and weaknesses in periodic standard and national tests which might indicate areas for development. However, the need to improve standards in writing has been recognised and it is included in the school improvement plan.

## **MATHEMATICS**

98. Results in the 2001 national tests for seven year olds show that attainment in mathematics is well above the average when compared to pupils from similar backgrounds. For pupils aged 11, attainment in mathematics was well below when compared to similar schools. Over the last four years the attainment for pupils aged seven has been consistently above the national average, although there has been variations from year to year. For pupils aged 11 it has been well above the national average and has mirrored the nationally improving trend. The school has identified reasons for the lower results in 2001. Inspection evidence indicates that current standards are in line with national expectations overall, with a significant minority of pupils in both key stages attaining standards above those expected. All pupils make satisfactory progress and there is no noticeable difference in attainment between boys and girls.
99. Pupils in Year 1 and 2 develop a sound understanding of the number system. They recall the number facts to ten and use their knowledge in practical situations to solve problems using money. Year 1 pupils recognise and use coins to the value of 20 pence. They understand the relative values of each coin and use them appropriately to make given amounts. Year 2 pupils recognise and use coins of larger denomination and find coins to make amounts to £1. Pupils in Year 2 confidently find multiples of ten up to 100 and add and subtract two digit numbers. Some pupils in

Year 2 add two digit numbers in their head and can double numbers up to 50. Using repeated addition pupils develop an understanding of multiplication. Pupils use estimation in practical situations. They use standard units to measure the length of objects and identify regular and irregular shapes. Pupils have a good understanding of the language of mathematics. They talk confidently about how they have carried out a calculation, giving reasons for their choice of strategy.

100. Pupils in Years 3 and 4 continue to build their knowledge and understanding of the number system. They confidently use a range of strategies and work with increasingly large numbers up to 1000. Pupils are encouraged to talk about the ways they have chosen to complete their calculations. They are able to use addition, subtraction, multiplication and rounding up and down in a variety of situations. In problem solving situations pupils are introduced to decimals and percentages.
101. Pupils in Years 5 and 6 are placed in ability sets and this is effective in more closely matching work to the different needs of individuals. Overall, pupils have a good understanding of mathematical vocabulary and use it appropriately when talking about their work. Teachers challenge their pupils in oral sessions to give clear and unambiguous explanations. When completing mental calculations pupils confidently use number facts, but are less secure in their instant recall of multiplication facts. They use a range of strategies to solve problems and record their work in a variety of ways. Most pupils have a sound grasp of place value, decimals and fractions. Higher attaining pupils in Year 5 are able to divide whole numbers and express the remainders as a fraction. By Year 6 many pupils confidently convert fractions to decimals and then to percentages. They are competent in the use of calculators, which they use to carry out and check their work. Higher attaining Year 6 pupils round decimals to two significant digits. Pupils have regular opportunities to record and interpret data. They calculate the perimeters of regular and irregular shapes.
102. In both key stages most pupils enjoy mathematics, and work hard in lessons. They settle quickly and concentrate well. They work independently or in pairs during the main part of the lesson and produce a suitable quantity of work. They are well focused in the mental/oral part of lessons and most are keen to contribute. In most lessons pupils of all ability achieve well.
103. The quality of teaching has improved since the last inspection and is now good overall. Some very good teaching was observed in both key stages. The school has successfully implemented the National Numeracy Strategy and adapted it to meet the needs of pupils in split year group and ability set classes. Teachers ensure that pupils with special educational needs are well supported in the classroom. In addition, the implementation of 'Springboard Maths' is providing positive support for pupils of lower ability. Teachers have good subject knowledge and assess pupils regularly against key learning objectives. They use these assessments to plan lessons that have a clear structure and contain a good mix of practical and formal work. In the most effective lessons, learning intentions are shared with pupils and previous learning is recalled and built on. Teachers use questioning to challenge all pupils' thinking and develop their learning. Higher attaining pupils are challenged through questioning, and the greater difficulty and complexity of the tasks they are set. However, there is room for further development in this area of provision. For example, a few pupils in Year 5 found even the most difficult planned work relatively easy.
104. The mathematical curriculum is broad and balanced, covering all areas within the national strategy. Opportunities for pupils to develop their skills in the areas of

investigative and problem solving have improved since the last inspection. Currently, there is no permanent co-ordinator for mathematics. To ensure the school continues to make improvements, the role is being carried out collectively by key stage and year group co-ordinators. They have been active in ensuring that good use has been made of advice given by a local authority adviser. The monitoring of mathematics across the school has resulted in improvements in the quality of teaching and teacher expertise. Further monitoring now needs to focus more closely on ensuring that the best practice is promoted throughout the school. In addition, pupils' achievements require more detailed analysis to help shape improvements, especially for specific aspects of the mathematics curriculum and higher attaining pupils. Resources to support mathematics teaching are good overall and used effectively by teachers. Limited use is made of pupils' information and communication technology skills in the classrooms to support pupils' learning, due to a very limited range of suitable software available.

## SCIENCE

105. Pupils' standards of attainment at the ages of seven and 11 are in line with those expected nationally, as they were at the time of the last inspection. Pupils make satisfactory progress in relation to their previous attainment.
106. The school plans science using the Qualifications and Curriculum Authority's guidelines, adapted where necessary to accommodate the mixed ages in classes. Pupils produce a satisfactory amount of written work, and usually complete their tasks. More opportunities could be planned for practical applications of pupils' literacy and numeracy skills and using their developing information and communication technology skills, especially in the presentation of results. Work is regularly marked, and there are helpful and positive comments that aid pupils' future progress.
107. By the time pupils are seven most have a sound understanding of different sources of light and how light shining on opaque materials causes shadows to be formed. Higher attaining pupils know that light is reflected by some materials. Looking at their books and talking to them indicates that they are covering all aspects of science, have a suitable level of knowledge and understanding and carry out a number of experiments, understanding the importance of a 'fair test'. They describe parts of their bodies using terms such as 'wrist' and 'ankle' and can classify objects into living and non-living things. Recent work with magnets shows that pupils understand the terms 'attract' and 'repel' and that some magnets are more powerful than others. Teachers give opportunities for pupils to predict the outcome of an investigation and to hypothesise what will happen. For example, in a Year 1/2 lesson, pupils were asked to sort materials by whether they would or would not be attracted by a magnet. One group were convinced that all metals would be attracted by the magnet. So much so in one pupil's case, that she thought her magnet did not work when some metals did not 'stick'. A few more able pupils in another group realised that some metals would not be attracted to the magnet but thought that this was because of their colour rather than the material they were made of, in this case copper. They are helped by the resources teachers provide and the opportunities for structured play with equipment before having to focus on a particular activity.
108. Pupils in Years 3 and 4 study electricity and the properties of materials. They understand that a circuit is broken if a light or buzzer fails to work and are becoming more methodical in working to find out where a problem in the circuit may lie. Most know that some materials conduct electricity and that other do not. Pupils in Years 5

and 6 study solids, liquids and gases, sound, and how materials are affected by heating or cooling. They can classify materials as opaque, translucent or transparent and know that light travels in a straight line but can be reflected by some materials to change direction. They are helped by the booster revision classes that teachers provide and by lesson introductions, which recap previous learning.

109. In conversation, pupils demonstrate a generally sound grasp of the different aspects of science. There is consistent progress across the key stage, although there is some discrepancy in the amount of work produced by different classes. Pupils record their experiments according to the worksheets provided but have little opportunity to use their literacy and numeracy skills to record their work in their own way, including using their computer skills. While pupils have plenty of opportunities to carry out practical work, there is very little evidence of older pupils being challenged to choose their own resources and set up their own experiments to answer a question posed by the teacher.
110. Pupils with special educational needs make sound progress overall. The work they are asked to do is suitably adapted to meet their individual needs and they are appropriately supported by teachers and support staff.
111. The teaching of science is good overall and varies from very good to unsatisfactory. It was good or better in six out of ten lessons. Relationships are good and teachers generally manage pupils well, having high expectations of pupils' behaviour. Questions are used effectively to encourage pupils to think for themselves, and the practice of using paired discussion encourages all of them to take an active part in the lesson. Teachers have an appropriate grasp of scientific concepts and this is illustrated well in the correct use of scientific vocabulary which they encourage pupils to use. A practical, enquiry approach to science was evident in all the lessons observed during the inspection and this encourages pupils to formulate their own ideas and hypothesise on the likely outcome of their experiments and the reasons for them. There was one instance of unsatisfactory teaching caused by the teacher's anxiety to manage the pupils well in practical work and this restricted pupils' scientific thinking so that many of them were unable to explain the reason for their results. Generally teachers plan appropriately but do not always take into account the prior attainment of the different ability levels of groups of pupils as this information is not recorded. Generally, pupils are positive about science and enjoy the subject. They behave well, pay attention and carry out tasks sensibly.
112. The subject is satisfactorily managed by the knowledgeable co-ordinator. He has revised the curriculum and overseen the school's adoption of the Qualifications and Curriculum Authority's guidelines, which are being evaluated on a yearly basis. However, there has been little monitoring of the quality of teaching to identify strengths and weaknesses and spread good practice more widely. There are, as yet, no whole-school procedures for recording the attainment and progress of individual pupils and the results of National Curriculum test results are not analysed to identify strengths and weaknesses in the school's curriculum provision. In response to the criticisms of the last inspection, the co-ordinator has regularly monitored samples of work relating to the development of pupils' scientific enquiry skills across the school and this has improved the school's provision in this area. Resources for the subject are satisfactory.

## **ART AND DESIGN**

113. Art and design is a strength of the school and fully reflects the aims, aspirations and Christian ethos the school promotes. Overall standards for pupils aged seven and 11 are above those expected nationally. Standards in drawing and some aspects of design work are well above those expected nationally. All pupils, including those with special educational needs, make at least satisfactory progress and many pupils achieve well in lessons. These findings are similar to those of the last inspection.
114. The high standards noted at the time of the last inspection have been maintained. Sketchbooks are used throughout the school to explore the properties of drawing media and for experimenting with, and refining, design ideas. The scheme of work has been improved and assessment opportunities and procedures are firmly embedded in the work planned by teachers.
115. The teaching of art is never less than satisfactory and often good or very good. Lessons are well planned with clear intentions that successfully build on what pupils already know and can do. Links to other areas of the curriculum are regularly made. For example, pupils in Year 6 make clay tiles and mosaics to support their studies of the Romans. Teachers use work in different stages of completion to support their teaching and use resources very well. Pupils' work is very well displayed. The use of artefacts and drapes adds an extra dimension to valuing and celebrating pupils' work.
116. Pupils in Years 1 and 2 explore the properties of different papers to make lively three-dimensional pictures. They investigate ways of cutting, tearing, curling and folding paper to produce finished pieces that are well constructed and full of movement. They explore the ways in which pencil can be used to improve line and tone in their drawings. Using a range of drawing media they create self-portraits in which good attention has been paid to shape and detail. Pupils' knowledge and understanding of art develop well through the study of the work of many famous artists. They observe a wide range of natural and man-made objects carefully and use a variety of media and tools.
117. In Years 3 and 4, pupils continue to develop their skills in observational drawing and painting. They explore texture and learn how to create the impression of different textures using a range of pencil markings. They have a well-developed sense of shape and proportion. When creating pencil portraits they use their knowledge of pencil shading techniques to highlight prominent features. Sketchbooks are used effectively to work up designs to be used to create simple repeating patterns. These are then further developed as a printing topic. Through investigating colour mixing, pupils learn about primary and secondary colours, and how to alter the shade and tone of colours. They use this knowledge to good effect when choosing contrasting colours for their repeating designs. When studying the history of Egypt they make their own paper. After studying the art of the time, they create Egyptian designs which they paint skilfully onto their paper.
118. Pupils in Years 5 and 6 study the visual elements of shape, pattern, tone, texture and colour. They talk knowledgeably about how these elements have been used in a collage to create mood and effect. They are able to discuss and evaluate their own work and the work of others. Pupils work very well as a whole class to generate the design shapes required to create a piece of work titled 'Moon Quay' and then compare their ideas to the work with this title created by the artist Terry Frost. By the end of Year 6, pupils' drawing and painting skills are very well developed. They use these skills to produce high quality pictures of ivy leaves. Pupils' understanding of how effects can be created using the technique of blending, and the use of black and

white to highlight specific areas, is well developed. Pupils continue to develop their skills in three-dimensional work with clay.

119. Pupils thoroughly enjoy their art activities. Overall, they behave very well and use what they have learned and their imagination to good effect. They are well supported by their teachers and each other and respond positively to suggestions as to how they might improve their work.
120. There is a positive approach to art across the school. The knowledgeable co-ordinator provides very strong leadership and supports teachers very well. She has ensured that improvements have been made since the last inspection and has a clear vision for the further development of the subject. Currently, the majority of three-dimensional work is through the use of clay. The school recognises that it could improve its provision in this area further by planning opportunities for pupils to work with other materials to create larger scale sculptures. Cross-curricular links are clearly identified and pupils have the opportunity to study the work of many famous artists. However, these artists are mainly from western cultures, and the art of non-western cultures is not sufficiently promoted to ensure pupils have a fully rounded view of world art. Pupils have limited access to information and communication technology to support their work in art and design. Resources overall are good and used well by teachers to support pupils' learning.

## **DESIGN AND TECHNOLOGY**

121. On the basis of a small sample of lessons observed during the inspection, discussions with teachers and pupils and an analysis of displays, photographic evidence and teachers' planning, attainment in design and technology is at expected levels for pupils aged seven and 11. Pupils, including those with special educational needs, make satisfactory progress overall. Standards have been maintained since the last inspection.
122. A whole-school project during a design and technology week took as its focus 'The Lighthouse Keeper's Lunch'. Models of sea birds, rocks, cottages, boats and the lighthouse itself were designed, made and finished well using card and paper. In a project linked with science, Year 4 pupils designed and made moving paper models incorporating their understanding of levers around a fixed pivot. Year 3 and 4 pupils again link with science to disassemble torches and use their understanding of electrical circuits to create new designs. Part of the task involved making switches from different materials. Pupils talk critically of their efforts and make informed suggestions for improvement. However, design skills and consideration of appearance, function, safety and reliability at the design stage are underdeveloped, as are investigations into the functioning of certain mechanical products. Year 5 pupils design, make and evaluate models using a series of cams to convert linear motion to rotary motion and vice versa. The designs are simple but nevertheless detailed and measuring is appropriately accurate. Year 6 pupils use annotated diagrams and show an understanding of vibration and pitch when designing their own musical instruments.
123. Pupils from both key stages demonstrate good techniques in designing and making when engaged in the creation of a Millennium Banner. Drawing, cutting and sewing skills combine and contribute to a most attractive product of good quality. This is proudly displayed in the main corridor. At present, pupils have limited experience of using information and communication technology to refine and extend design ideas.

This is a weakness that limits attainment and progress. Pupils with special educational needs take a full part in design and technology lessons and make good progress in relation to their prior attainment.

124. No lessons were observed at Key Stage 1. Consequently it is not possible to make a valid judgement upon the quality of teaching in that stage. The overall quality of teaching in Key Stage 2 is satisfactory. Teachers plan co-operatively and the management of materials and equipment is thoughtful and efficient. It is clear from teachers' plans and discussions with pupils that, overall a suitable range of activities is provided and that the importance of encouraging pupils to evaluate and improve their work is understood.
125. The subject benefits from the energetic and knowledgeable leadership of the co-ordinator who has been central in preparing a sound policy and a scheme of work based on the Qualifications and Curriculum Authority's documents. Good cross-curricular links are made with science and art. Literacy skills are used well to record observations and list evaluations.

## **GEOGRAPHY**

126. At the time of the last report, pupils' attainment in geography was in line with national expectations at the age of seven and at the age of 11. Although there was very little recorded work, evidence from lessons and talking to pupils indicates that attainment across the school remains broadly in line with national expectations.
127. Pupils in Years 2, 3 and 4 are looking at a contrasting locality, either Burnham-on-Sea or Weymouth. Using a variety of secondary sources they can describe the main differences between Yeovil and a seaside resort, use maps to describe routes to their particular destination and write short contributions for a tourist brochure.
128. The quality of teaching was broadly satisfactory in all the lessons observed but there is insufficient emphasis on the progressive development of geographical skills throughout the school. Activities in lessons are insufficiently connected to a clear learning objective and there is little difference in challenge for more able pupils or for pupils in different year groups. Teachers have good subject knowledge but pupils spend too much time listening to teachers and too little time engaged in meaningful tasks. Good use was made of computer generated town plans and aerial photographs to reinforce learning in the Year 2/3 class and visits to Burnham-on-sea and Weymouth will be used to consolidate pupils' work.
129. The scheme of work is based on national guidelines and the school is aware of the need to adapt it to the particular needs of the school and resource it adequately. Assessment procedures and a portfolio of moderated work have yet to be developed. Management of the subject is satisfactory.

## **HISTORY**

130. No history was being taught during the period of the current inspection but the scrutiny of pupils' work and conversations with pupils indicate that across the school attainment in history is broadly in line with national expectations. This reflects the position at the time of the last inspection.

131. In Year 2 pupils look at changes at the seaside over the last 100 years. Pupils in Years 5 and 6 look at life in the nineteenth century and illuminate this with a visit to the Rural Life Museum in Glastonbury. Comparisons are made between Victorian and modern school life, housing and farming practices. Pupils develop a good understanding of change over time and by Year 6 pupils have a well-developed sense of chronology. They demonstrate an understanding of cause and effect and present reasoned opinions. Pupils can recall relevant features of the periods they have studied and several pupils expressed a real enthusiasm for the topics covered. Pupils with special educational needs are making sound progress and achieve appropriate standards for their abilities when given additional support.
132. Most of the work in pupils' folders was based on commercial worksheets. However, pupils have used the Internet and other secondary sources for researching certain topics. The school uses National Curriculum guidelines as the basis for its scheme of work but is aware of the need to evaluate current planning in order to develop a curriculum which focuses on the further development of specific historical skills.
133. Assessment procedures in history have yet to be developed. The school is aware of the need to develop collections of pupils' work exemplifying the various levels of attainment in the National Curriculum so that the development of specifically historical skills can be monitored across the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Pupils' attainment in all aspects of information and communication technology exceeds nationally expected standards at the age of seven and is in line with national expectations by the age of 11. This represents a considerable improvement since the last inspection, when pupils' attainment was judged to meet national expectations by the age of seven but was unsatisfactory at age 11. Pupils are achieving well in this subject. There has been a cultural change in the school's approach to information technology. A recent programme of training for all staff and the creation of an information and communication technology suite have had a positive impact on standards.
135. Pupils in Years 1 and 2 can use a data-handling program to create a branching key, which will sort materials by simple criteria. They can check their data and key to ensure that it works for each material. Pupils are confident in accessing the required programme, navigate their way round a keyboard and use elements from the toolbar successfully. Year 2 pupils use the appropriate keys to programme a floor turtle to move specific distances and change direction.
136. Pupils in Year 3 use Logo to draw rectangles and regular octagons. In support of their work in geography they answer questions about Burnham-on-Sea, making connections between on-screen town plans, maps and aerial photographs and moving backwards and forwards between them. By Year 4, pupils learn that computer simulations allow users to explore options and are beginning to recognise patterns within simulations. Most begin to predict what will happen as a result of design changes. More able pupils recognise the importance of changing only one variable at a time and the need to repeat tests in order to verify results.
137. Although pupils in Years 4, 5 and 6 are starting from a relatively low base, pupils are making satisfactory progress. By Years 5 and 6, pupils are confident in using a wide range of word-processing and data-handling skills. For example, they can enter the

results of science experiments into a spreadsheet and understand that continuous and discrete data require different graphs. They can graph their data and paste it into a different program.

138. The quality of teaching is good overall. It was never less than satisfactory and good or better in nearly three-quarters of the lessons observed. Teachers are confident in their subject knowledge and are able to advise and support pupils. Teachers' confidence and expertise are contributing significantly to standards and learning. They plan their lessons in detail. Lessons have clear learning objectives and activities have a real purpose and clear outcomes. Clear explanations and effective questioning promote learning well. Although the development of specific information and communication technology skills is the core of each lesson, these skills are firmly embedded in other curriculum areas and information and communication technology is used effectively to promote learning across the whole curriculum.
139. The new co-ordinator is enthusiastic and knowledgeable, well able to support colleagues and provide leadership and direction for the subject. The new information and communication technology suite has contributed to the marked improvement in standards but is too small and contains too few computers for the numbers of pupils using them at any one time. The quality of the computers in some classrooms is poor and does not allow the work undertaken in the information and communication technology suite to be consolidated in class. The existing scheme is based on national guidelines but the school is aware of the need to tailor it further to the specific needs of the school.

## **MUSIC**

140. Pupils throughout the school attain the standards expected for their ages and enjoy their music making activities. Pupils, including those with special educational needs, make satisfactory progress. The majority of work observed during the inspection was concerned with musical appreciation and singing. Very little music making was observed, except in extra-curricular specialist sessions for pupils learning to play an instrument. However, from a scrutiny of teachers' planning and the commercial scheme of work used by the school, appropriate opportunities are provided for pupils to make music, compose their own musical pieces and learn to record these using simple symbols.
141. By the end of Year 2, the majority of pupils sing a range of songs from memory. They sing enthusiastically and generally with good pitch. They listen carefully to different types of music, including the work of famous composers. Most pupils are aware of when the mood of the music changes and are able to identify whether the violin or piano is playing the melody or the accompaniment. They identify contrasts in the music, such as loud or soft, fast or slow. By the end of the key stage, most pupils are able to keep a steady beat when clapping a rhythm. Pupils show interest and concentrate well in lessons. However, their concentration and interest wanes when lessons in musical appreciation are too lengthy and there are unrealistic expectations of pupils' abilities to concentrate.
142. By the end of Year 6, pupils are beginning to be aware of the need to control their breathing when singing to phrase their words to the music. The majority of pupils sing clearly a range of songs and rounds. In listening to music, pupils are aware of changes in tempo and dynamics and how these affect the mood of the music. For example, in a Year 5/6 lesson where pupils listened to 'Summertime' from Gershwin's

opera 'Porgy and Bess', many pupils were perceptive in their interpretation of the music, describing a hot, sultry day in southern America with Porgy and Bess lazing by the river. At this stage they did not know the title of the piece but had been told of the character and social position of the main characters.

143. The quality of teaching was satisfactory in all the lessons observed during the inspection. Although teachers' confidence in the subject varies considerably, they make good use of the commercial scheme used by the school to support them in their teaching. The quality of teachers' planning varies considerably across the school and does not always identify what it is pupils are to have achieved by the end of lessons. More confident teachers add variety to some of the more mundane activities in the commercial scheme of work, while others, less confident, tend to follow the scheme too slavishly. Consequently, there was not a variety of music making activities during the week of the inspection. However, pupils demonstrated enthusiasm and good concentration levels in their work.
144. The subject is satisfactorily managed by the co-ordinator. There is a subject policy in place and the school makes use of a commercial scheme of work. The co-ordinator has revised the school policy for the teaching of music and assists her colleagues in planning and evaluating termly modules of work. She has had some informal opportunities to monitor some of her colleagues' teaching but this is not established practice as yet. The school has a satisfactory range of resources and these are used well to support pupils' learning. The school's very good extra-curricular music provision gives pupils the opportunity to learn to play a wide range of instruments and play in the school orchestra, conducted by a visiting specialist music teacher. Pupils take part in school and local events. The school also has a choir who practise each week and perform in school and area events.

## **PHYSICAL EDUCATION**

145. Standards in physical education are in line with those expected at the end of both key stages. Most pupils reach the standard in swimming expected of pupils at the end of Key Stage 2. Pupils make expected progress in developing control and co-ordination in gymnastic skills, and when running jumping and balancing. They are broadening their experiences of dance activities and are acquiring competence in a range of swimming and games activities. A residential visit to Kilve Court gives pupils an introduction to outdoor activities. Some pupils attend extra-curricular games and athletic clubs and, as a result of well-informed coaching, make good progress and achieve good standards. Pupils with special educational needs are supported well and achieve good results that enhance their self-esteem.
146. Year 1 and 2 pupils demonstrate sound co-ordination and show imagination and effective facial expressions and body gestures in a dance sequence based on the movement of fish. Movements are considered and controlled and pupils are aware of the image they are creating. They use space appropriately and their sequences include twists, turns, effective use of hands and arms and movements through different levels.
147. Year 3/4 pupils are attentive and follow instructions well when learning a new sequence in country dancing. They show sound movement skills and are able to keep to the rhythm of the dance. In a gymnastics lesson, Year 5 and 6 pupils work enthusiastically in pairs to create sequences of movements ending in symmetrical

and asymmetrical balances. The overall quality of the movements shown is as expected, with some pupils creating sequences of good quality.

148. In the few lessons observed the quality of teaching is satisfactory overall, and at times, as in Year 2 and Year 3/4 is good. Most teachers are enthusiastic about teaching physical education and plan appropriately. In the best lessons, planning is good with clear learning objectives outlined, appropriately challenging tasks set and a brisk pace maintained. In these lessons, pupils' performance is sometimes used to demonstrate and reward achievement. However, pupils are not always given the opportunity to comment upon performances and consider how the quality of their work might be improved.
149. The subject is managed satisfactorily. There is an appropriate policy but the scheme of work is dated and in need of review to accord with Curriculum 2000. The experience gained by pupils on a residential visit enhances the physical education curriculum, and the provision of a range of extra-curricular activities provides the pupils with opportunities to develop both games and social skills.