

# INSPECTION REPORT

**CHRIST CHURCH CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Weston-Super-Mare

LEA area: North West Somerset

Unique reference number: 109219

Headteacher: Mr B Murray

Reporting inspector: Mrs Hazel Callaghan  
22254

Dates of inspection: November 6<sup>th</sup> - 8<sup>th</sup> 2000

Inspection number: 224374

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	Baker Street Weston-Super mare North Somerset
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Anne Davey
Date of previous inspection:	September 30 <sup>th</sup> 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Christ Church, Church of England, Primary is of an average size for this type of school, having 211 pupils on roll. Pupils are admitted from the immediate area and enter the school in the September before their fifth birthday. Pupils come from homes of a wide range of socio-economic backgrounds. At the time of the inspection there were 54 pupils who were eligible for free school meals (25.5percent), which is above the proportion found in most schools. There are 57 pupils identified as having special educational needs (27 per cent), which is also above that found nationally. However the percentage of pupils who have a statement of special educational needs (1.4 per cent) is below the average, as is the proportion of pupils from other ethnic groups and with English is an additional language. Children are admitted to the school with a range of attainment but many are below that found nationally.

The school is part of the Weston Educational Achievement Zone and receives a good range of support and additional resources, which are used to enhance the learning opportunities in the school.

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

This is a very good school overall. The quality of leadership provided by the headteacher and senior management team is very good resulting in a clear educational direction for the school. The headteacher has been very successful in building a united staff who are self-evaluative and who strive for excellence in their own work and that of their pupils. The standard of teaching throughout the school is good, often very good, which results in pupils' very good progress. Standards are often high in English, mathematics and science by the end of Key Stage 2, although standards in information and communications technology need some improvement. The school gives very good value for money.

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

- The headteacher provides excellent educational direction for the school. Together with the senior staff, he provides very good leadership and management that promote high expectations and standards.
- Standards in science are very high at the end of Key Stage 2 Pupils make very good progress through the school in English, mathematics and science.
- The quality of teaching is consistently good, often very good, throughout the school.
- The provision for pupils with special educational needs is very good and this enables them to make good progress in their learning.
- The school works hard to forge strong and effective links with parents.
- Staff provide very good levels of care for the pupils and this together with the good quality of teaching ensures pupils enjoy school and have very good attitudes to their work.

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

- Standards in information and communications technology, so that pupils achieve the expected levels at the end of Key Stage 2.
- The provision for developing pupils' skills of mathematical enquiry and investigation.
- The provision for the development of pupils' awareness of the richness of a multi-cultural society.
- There is no accommodation for the school library and this restricts the opportunities for pupils' independent research.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Improvement since the previous inspection in October 1996 has been very good. Pupils' attainment in English rose sharply in 1997 and those in mathematics similarly in 1998. Although there has been some fluctuation from year to year due to the differences of overall ability of the pupils, standards have been

generally maintained at this higher standard. Pupils' progress is now very good in English, mathematics and science through the school. The key issues for improvement in the previous report have all been addressed. Standards in information and communications technology, which were poor at the previous inspection, have much improved and the provision now meets statutory requirements. Management responsibilities are effectively delegated to staff who carry them out well. Assessment of pupils' work is now very effectively used to evaluate their progress and to plan work that is well matched to their learning needs. The school's capacity for further improvement is very good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	D	C
mathematics	B	A	D	C
science	A*	A	A	A

Key	
Very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

The table above shows that pupils at the end of Key Stage 2 achieved high standards in English, mathematics and science in 1998 and 1999. Standards in 2000, in English and mathematics were below the national average, but these standards are the result of very good progress because the pupils' attainment on entry to the school, and at Key Stage 1, was poor. In comparison to schools that have an intake of pupils from homes in similar socio-economic areas, standards were average in both English and mathematics. In science, standards have remained high and within the top five per cent of schools in the country. During the current inspection, most pupils were attaining satisfactory standards in English, mathematics and science and a good proportion were in line to achieve the higher standard of Level 5.

Children enter the school with a range of attainment, but many are below the standard found nationally. By the end of the foundation stage (in the reception class) they have made good progress, especially in their personal and social developments and in their early reading and number skills. Pupils continue to make good progress in their learning and achieve standards at the end of Key Stage 1 that are similar to the national average. In the 2000 Key Stage 1 National Curriculum tests, pupils' standards were similar to the national average in both reading and mathematics, but below average in writing. In comparison to similar schools, standards were well above average in both reading and mathematics, and average in writing.

Pupils with special educational needs and the few with English is an additional language, make good progress in achieving their own personal targets and similar progress to their peers in most areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are very good. They show good levels of concentration and involvement in their tasks. They are keen to learn and enthusiastic about school.
Behaviour, in and out of classrooms	Behaviour in lessons and throughout the school is good. Pupils are polite and courteous to visitors, to staff and to each other.

Personal development and relationships	The pupils' personal development is very good. They are confident and show good levels of self-value and self-discipline. Pupils are considerate and caring. They treat each other, and all the adults in the school, with respect.
Attendance	Attendance and punctuality are good. There is no unauthorised absence.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching throughout the school is consistently good, which has a very positive impact on pupils' learning and results in their good progress through the school. Teachers have high expectations for pupils' good behaviour, attention and hard work, which result in pupils' effective involvement in their tasks. Teachers use effective methods to promote pupils' learning. Activities are well matched to the learning needs of all pupils and teachers' good questioning develops pupils' clear understanding. Teachers use praise to promote pupils' good behaviour and develop their high self-esteem, which results in their willingness to take part and have a go, even when the work is challenging. During the inspection, over three-quarters of the teaching observed was good or better and over a quarter of lessons were very good. Overall, 96 percent of the teaching was satisfactory or better.

The quality of teaching in English is good overall and ranges from satisfactory to very good. The National Literacy Strategy has been effectively implemented and pupils' skills are satisfactorily developed across the curriculum. The teaching of mathematics is good overall and often very good. Pupil's skills are effectively developed in the numeracy lessons, but teachers do not sufficiently plan to promote them in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision is good, overall. The curriculum is broad and well planned and meets the needs of all pupils. There is some imbalance in the provision for mathematics and information and communications technology. The curriculum for pupils in reception requires some further development to be fully effective.
Provision for pupils with special educational needs	Provision is very good and enables pupils with special educational needs to make good progress against their own individual targets. Pupils with statements of special educational needs are very well supported.
Provision for pupils with English as an additional language	There are very few pupils who have English as an additional language, and those who require specific support are provided with good levels of help and assistance, particularly when taught in withdrawal groups.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The quality of provision overall is very good. There is a strong Christian ethos that promotes pupils' spiritual development well. Pupils' personal, social and moral development is very good and they develop confidence, high self esteem, a strong sense of responsibility and care for one another. Adults are very good role models for the pupils. Pupils' cultural development is good, but the provision to develop pupils' awareness of our multi-cultural society lacks emphasis.
How well the school cares for its pupils	Very good. All staff show high levels of care for the pupils. Teachers know their pupils well and relationships throughout the school are very good. Procedures for child protection are effectively used when required. Assessment of pupils' progress is used well to plan activities that enable all pupils to make good progress.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher and senior members of staff is very good. The headteacher has a clear educational vision for the future of the school. He has built a strong team, who share the same aims and values to work towards excellence. They are evaluative and look for ways to improve further.
How well the governors fulfil their responsibilities	The governors carry out their responsibilities very well. They are knowledgeable and provide good levels of support. They know the strengths and weaknesses of the school and are developing effective ways to monitor the school's performance and to evaluate their own
The school's evaluation of its performance	The school evaluates its work thoroughly, and very effectively looks for ways to improve the quality of education and care it provides.
The strategic use of resources	Good. The governing body have identified staffing as a priority and use funds well to provide a good ratio of adults to pupils in the school. Support staff are well trained and provide effective help and guidance for pupils. The school make good use of the many opportunities provided by inclusion in the Weston Education Action Zone.

Teachers use the display of pupils' work well to provide a stimulating learning environment, but most of the classrooms are very small. A new computer suite will shortly be in use, but it has taken the place of the school library, which at present does not have accommodation. Non-fiction books have been incorporated into the classrooms where possible, but the lack of a central library area restricts the opportunities for pupils' independent research.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
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<ul style="list-style-type: none"> <li>• Most parents believe it to be a very good school.</li> <li>• A large proportion of parents feel welcome in the school and feel comfortable about approaching staff with problems or concerns.</li> <li>• Many parents feel that pupils are expected to work hard and achieve high standards.</li> <li>• Pupils enjoy school.</li> <li>• Staff help children to become mature and responsible so they settle into the comprehensive school well.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant concerns expressed by parents.</li> <li>• A few parents were concerned about the amount of work pupils were expected to do at home.</li> <li>• A few parents would like to see a greater range of out of school activities and clubs.</li> </ul>
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The inspection team endorse all the positive comments expressed by parents. The range of clubs and activities provided for pupils out of lessons is satisfactory overall. Homework is provided according to the school homework policy and effectively supports pupils' learning in lessons.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher provides excellent educational direction for the school. Together with the senior staff, he provides very good leadership and management that promote high expectations and standards.**

1. The quality of leadership in the school was judged as good at the last inspection, but the management and efficiency needed some improvement. Since that time a new headteacher and deputy headteacher have been appointed and the quality of leadership and management are now very good. They work very well together, with a shared commitment to provide the best education possible for the pupils.
2. On taking up his post the headteacher set out his vision for the school, which he shared with staff, governors and parents. It put as his first priority the need to work for excellence and that has been the keystone of the school's success. He has developed a committed team who work very well together. There is a consistency in their attitudes and approaches that come directly from the headteacher, and this has enabled the school to achieve very good improvement since the previous inspection. Under his leadership, the staff are evaluative of their work and together they seek ways to improve the quality of education provided. The school has a strong Christian ethos and it is within this environment that pupils are supported and encouraged. As a result their self-esteem grows, and their desire for improvement and progress is successfully developed.
3. The concerns in the previous report have been effectively addressed and several areas of weakness have been successfully developed so they are now strengths. Improving the quality of teaching was the first priority if standards were to rise. This has been very effectively achieved so that teaching is now good throughout the school, and often very good, especially at Key Stage 2. The monitoring of the quality of teaching and pupils' learning was unsatisfactory at the previous inspection, and the headteacher has introduced a wide range of strategies that are used with very good effect. The co-ordinators of literacy and numeracy, with the headteacher, have successfully monitored the effectiveness of the schools introduction of the National Literacy Strategy and the National Numeracy Strategy. Staff training and effective support have resulted in good teaching in both literacy and numeracy. Scrutiny of pupils' work and the results of National Curriculum tests are effectively analysed to identify areas of weakness and appropriate strategies are developed and monitored to ensure improvement. Opportunities are made to talk to the pupils about their work to ensure that the school is supporting them in their learning, and difficulties are recognised and discussed with staff. The headteacher is developing effective methods of tracking individual's progress in learning through the school. This information is used well to identify trends and possible weaknesses. For example, the school is now looking for pupils who are under achieving in order to develop strategies for their support and improvement. Weaknesses in the pupils' writing were identified as a concern in the National Curriculum tests and several strategies were introduced through the school that are already showing a positive impact on standards.
4. Assessment procedures have been improved so that activities now build well on pupils' knowledge and skills. The learning needs of all pupils, and in particular those with special educational needs, are very effectively identified and appropriate activities are planned to match their learning needs. The provision for pupils with special educational needs is now very good. Individual targets are provided for all pupils in English and mathematics, and are effectively discussed with them. Several pupils told the inspectors that they like to know how they are getting on and what they can do to improve.
5. The headteacher sees the school development plan as pivotal to the school's improvement. It is a very good management tool, which sets out areas of improvement and provides very effective strategies for action and clear goals to meet. The school budget is effectively linked to these

targets so appropriate levels of support are provided. The headteacher has also made good use of the additional opportunities provided by the Western Education Action Zone and has been successful in his bids for financial support and expertise, which has resulted in many positive initiatives. The regular input from a senior educational psychologist, which was provided for one year, has been extended by the school as it has proved so successful, not only to support pupils who found the difficulty in building relationships, but also in supporting parents in a variety of ways. The artist in residence has added a new and exciting element to pupils' three-dimensional art. The purchase of the interactive white board for use in Year 6 has provided a valuable teaching resource for many subjects, as well as information and communications technology. Considerable improvement has been made to the school's provision in information and communications technology, but there is still more to be done which has been set out clearly in the school development plan.

6. The role of co-ordinators has been improved and they all successfully provide support and guidance for colleagues. They effectively monitor teachers' planning and standards of pupils' learning in their subjects, although not all as yet have been involved in monitoring the quality of teaching through observation of the teachers in the classroom. Lessons in religious education, English and mathematics have been monitored in this way, and science and information and communications technology are planned to be the focus for this year. The school has made big advances in monitoring and improving its work, and has started to consider the need to develop a clear strategy for maintaining this improvement without over loading both staff and pupils. The governing body is also well involved in monitoring the school's strengths and areas of weakness. It has developed a clear and comprehensive policy of how governors can be kept well-informed and aware of the school's developments, and this is being effectively implemented. The school benefits from their commitment, support and expertise.

**Standards in science are very high at the end of Key Stage 2. Pupils make very good progress through the school in English, mathematics and science.**

7. Children enter the school with a range of attainment, but many are below the standard found nationally. By the end of the foundation stage (in the reception class) they have made good progress especially in their personal and social developments and in their early reading and number skills. Pupils continue to make good progress in their learning and achieve standards at the end of Key Stage 1 that are similar to national averages. In the 2000 Key Stage 1 National Curriculum tests, pupils' standards were similar to the national average in both reading and mathematics, but below average in writing. In comparison to similar schools, standards were well above average in both reading and mathematics, and average in writing. These standards are similar to those reported at the previous inspection.
8. During the inspection, although early in the year, most pupils in Year 2 were observed to be already well in line to achieve the expected standards in English, mathematics and science. In English, pupils' reading is developing well with a good proportion already reading at the expected level and some above. Pupils' skills in writing are progressing satisfactorily, although most do not have a clear joined script. Pupils understand the use of capital letters and full stops, but are often slow to use them in their work. Their spelling shows a good awareness of letter sounds and pupils use this knowledge effectively to help them read new words and to have a go at spelling words that they are unsure of. Information and communications technology is used effectively to promote pupils' literacy skills, and pupils confidently select parts of a sentence or poem and reconstruct them so they make sense. In mathematics, pupils' numeracy skills are developing well and a good proportion are already working within Level 2. Pupils recognise even numbers and realise they are part of the two times table. They recognise the relative value of different coins and many show good skills of counting up in multiples of ten, five and two to find the value of money in a purse. In science, pupils are developing an appropriate range of knowledge and record their findings on a simple table. They make satisfactory predictions about what will happen in their tests based on their previously acquired knowledge.

9. At the end of Key Stage 2, pupils achieved high standards in English, mathematics and science in 1998 and 1999. In 2000, standards in English and mathematics were below the national average, but these results are still evidence of very good progress because pupils' attainment on entry to the school and at Key Stage 1 was poor. In comparison to schools that have an intake of pupils from homes in similar socio-economic areas, standards were average in both English and mathematics. In science, standards have remained high and within the top five per cent of schools in the country for the last three years. These standards are a considerable improvement on those judged at the previous inspection, where English and mathematics were in line with those expected and science was well below average.
10. During the current inspection, at the end of Key Stage 2, most pupils were attaining satisfactory standards in English, mathematics and science and a good proportion were in line to achieve the higher standard of Level 5. In English, pupils talk confidently about a range of topics and express themselves well using an effective range of vocabulary. They are developing good standards in reading. Most are reading independently and show at least satisfactory levels of comprehension and inferential skills. Pupils do not have sufficient opportunities however to develop good skills of independent research. They are less proficient in their use of exciting and persuasive writing, although this too is developing satisfactorily. Pupils' use of correct punctuation and spelling is generally satisfactory and often better. In mathematics, pupils have good numeracy skills, calculating accurately within an appropriate range of knowledge and skills. Their recall of tables is developing steadily, but many are not yet confident in finding the correct answer, and they take time to work it out. A weakness in the pupils' learning is the development of systematic skills of problem solving and investigation. This aspect of pupils' learning is not sufficiently developed.
11. Pupils' progress in science is at least good and, by Year 6, pupils have a good range of knowledge, which they apply effectively in scientific investigations. They make clear predictions based on good levels of previously gained knowledge. For example, pupils linked their experiment on changing the speed of descent of a gyrocopter to their previous work on forces and the way sycamore seeds are dispersed. Information and communications technology is used effectively in English, mathematics and science lessons to promote pupils' knowledge and skills and record their work in a variety of ways. Pupils have made good progress in their learning in information and communications technology, but they do not yet achieve the standards expected nationally.
12. In the other subjects, pupils make at least satisfactory progress. Not all subjects were observed during the inspection, but pupils were judged as achieving standards that were generally in line with those expected for their age. Standards in music were good at both key stages.

**The quality of teaching is consistently good, often very good, throughout the school.**

13. The quality of teaching throughout the school is consistently good. This has a very positive impact on pupils' learning and results in their good progress through the school. During the inspection, over three-quarters of the teaching observed was good or better, and over a quarter of lessons were very good. Overall, 96 percent of the teaching was satisfactory or better. This is a good improvement on the judgement at the previous report.
14. In the reception class, work is appropriately planned within the recommended areas of study for children in the foundation stage. The quality of teaching is good overall, and this has a very positive impact the children's attitudes to their work and promotes their good progress in learning. There is a strong focus on developing children's personal and social development that is particularly effective. It is still early in the year, but children listen well, follow instructions and show good levels of concentration and perseverance. They work and play together well. Children are provided with a good range of activities that promote their learning across the curriculum. Many of the activities, although well planned, need an input from an adult and this puts considerable pressure on the teacher and classroom assistant. A more balanced range of activities

that enables the children some independence in learning as well as the activities for focused teaching from adults in the class, would be more easily sustained and still promote the children's good learning.

15. Teachers in Key Stage 1 and 2 have high expectations for pupils' good behaviour, attention and hard work, and this results in pupils' very effective involvement in their tasks and good progress. Teachers use effective methods to promote the learning of pupils of all abilities. They plan their lessons well and there is an effective and consistent focus on sharing what is to be learnt and why the aspects are to be taught, which is very positive. It enables pupils to focus clearly on what they have to do and promotes their ability to judge how well they have achieved the objectives at the end of the lesson. Pupils are encouraged to evaluate their own work and strive for higher achievement. Their individual targets for learning are written into the front of their English and mathematics books. They are regularly referred to so that pupils have a good idea of how well they are doing and their progress over time.
16. Teachers' subject knowledge is usually good, sometimes very good and this enables them to give effective demonstrations and expositions so that pupils readily understand. For example, the music co-ordinator has good expertise, which she uses very effectively to enable pupils to develop good levels of knowledge and skills in lessons, and in hymn singing sessions. Teachers' instructions are clear and a good range of resources is used to support pupils' work. For example, in a Year 1 literacy lesson and in a geography lesson the teacher had assembled a very good range of resources which motivated pupils' interest and developed their understanding. The pace of lessons is usually good which maintains pupils' interest and motivation. Teachers' good questioning develops pupils' clear understanding and extends their learning. Teachers use praise well to promote pupils' good behaviour and develop their high self-esteem, which results in their willingness to take part and have a go, even when the work is challenging.
17. The quality of teaching in English is good overall and ranges from satisfactory to very good. The National Literacy Strategy has been effectively implemented and pupils' skills are successfully developed across the curriculum. In Year 5, pupils good speaking and listening skills are well promoted in an activity called "hot seating" where pupils take the part of a person in history to whom other pupils ask questions. It requires secure knowledge of the aspect and stimulates pupils' ideas and questions.
18. The teaching of mathematics is good overall and often very good. Pupil's skills are effectively developed in the numeracy lessons, but teachers do not sufficiently plan to promote them in other subjects. In Year 6, however, there was an effective use of pupils' numeracy skills and their new knowledge of spreadsheets in information and communications technology, to further develop pupils' learning in science.
19. The weakness observed in the one unsatisfactory lesson was due primarily to a change in plan caused by wet weather.
20. Teachers assess pupils' progress effectively and use the information well to evaluate their plans for future lessons in order to make changes where necessary, so activities are well matched to the learning needs of all pupils. The quality of teachers' marking is improving. It usually praises good work and effort, provides support when things go wrong. Teachers are beginning to explain what it was that the pupil had done well so it can be repeated, and indicate what the pupil needs to do next time in order to improve.
21. Teachers and learning support assistants work well together. They provide good support for pupils of all abilities, which has a positive impact on their learning.

**The provision for pupils with special educational needs is very good and this enables them to make good progress in their learning.**

22. The provision for pupils with special educational needs has been much improved since the previous inspection, when it was judged as satisfactory. Several initiatives have been introduced since the last inspection, that have improved the provision for pupils with special educational needs.
23. The development of the provision has been a high priority for the school and a strong emphasis has been given to developing individual support for pupils and ensuring that tasks are appropriately matched to their needs. This was of concern in the previous report and all staff have been involved in developing the use of on-going assessment of all pupils' progress in order that future tasks build very effectively on their knowledge and skills. Individual education plans (IEPs) for pupils with special educational needs are written by the special educational needs co-ordinator (SENCo) with the class teacher, and set out clear targets for the pupils' improvement. The targets are effectively linked to a range of activities that provide a manageable and progressive strategy for improving pupils' learning. Copies of the IEPs are kept in the classroom for teachers and support staff to use, and lesson plans include activities designed specifically to match their targets. A learning support assistant works with these pupils each week focusing on their individual needs, and ensures that good progress is maintained.
24. There are a large number of learning support staff who have all undertaken specific training. They work closely with the class teachers and are kept informed of lesson plans. Many work with the teachers to develop strategies for the activities so pupils with special educational needs are able to access similar work to the rest of the class successfully. They monitor pupils' progress well and report back to the teacher aspects that have gone well and areas that remain as problems. Pupils with statements, and those who have been allocated specific one-to-one help, are also well supported. The learning support assistants show good levels of understanding and sensitivity when providing support, guidance and encouragement.
25. Pupils' overall progress is monitored regularly by the SENCo. Time is provided for the class teacher to meet with the co-ordinator and child's parents for a special review meeting at which the pupils' progress against its targets is evaluated and new targets set.
26. The special educational needs provision is well monitored by the SENCo, who regularly checks teachers' planning to ensure that activities meet the needs of pupils. The headteacher provides analysis of the most recent National Curriculum tests so that she is able to monitor the effectiveness of the schools provision and enables pupils on the special educational needs register to achieve good standards for their ability.

### **The school works hard to forge strong and effective links with parents.**

27. The headteacher places great importance on building effective links with parents and it has developed many whole-school procedures to promote and maintain good relationships. The quality of these links was a strength of the school at the previous inspection and they have been well maintained under the new headteacher. These strong and positive links with parents has a very beneficial impact on pupils' learning and their positive attitudes to school.
28. Many opportunities are made to inform parents of school events and to involve them in the decision making process. Parents' opinions have been sought on the development of the school aims, on the revision of the school's homework policy and a working party of parents was set up to write the Home School Agreement. Results of the questionnaires and other consultations are published so parents are kept well-informed. Parent consultation meetings are timed so that the majority of parents can attend and regular newsletters keep them informed of school news and events.

29. Using funds from the Weston Education Action Zone, the school initiated visits from a senior psychologist who came originally to work with pupils who found difficulty in building effective relationships and developing good social skills. These visits have been extended so that parents and teachers also benefit from her expertise, resulting in the development of effective strategies to support pupils at home and at school.
30. All parents are informed of pupils' literacy and numeracy targets, which are discussed at parents' consultation meetings. Parents of pupils with special educational needs are kept fully informed and involved. They are given copies of the pupils' IEPs, if they wish, so they can support their children at home.
31. Parents' views of the school are very good. The headteacher and staff make them feel welcome and they are pleased that school works with them. Several parents work regularly in the school. Many have developed their interest and become trained classroom assistants. Parents feel they can approach any of the staff with problems or concerns. Parents are also appreciative of the way the headteacher makes himself available at the beginning and end of the day, greeting and meeting parents on an informal basis in the playground.

**Staff provide very good levels of care for the pupils, which together with the good quality of teaching, ensures pupils enjoy school and have very good attitudes to their work.**

32. The very good pastoral care provided by staff for the pupils is another strength that has been well-maintained since the previous inspection. Very good relationships throughout the school provide a secure environment where pupils feel happy and well cared for. There is a consistency of approach to promoting pupils' personal and social development that builds very effectively so that pupils are confident, have high self-esteem and show good levels and self-discipline. Pupils are polite, considerate and caring. They treat each other, and all the adults in the school, with respect because they in their turn are shown respect by all adults. Pupils are proud of their school.
33. Teachers use effective strategies to promote good behaviour. They all have high expectations for pupils' attention and involvement in lessons. All staff use praise and rewards to celebrate good work and effort. The regular and consistent use of positive comments to reinforce pupils' appropriate behaviour and high standards of effort, are very successful in promoting good behaviour and positive attitudes to school and their work.

## **WHAT COULD BE IMPROVED**

**Standards in information and communications technology need to be improved, so that pupils achieve the expected levels at the end of Key Stage 2.**

34. Standards have improved since the previous inspection, but they are not yet at the expected standard at the end of Key Stage 2. The school is making good improvements in both equipment, software and in raising teachers' confidence and expertise, but it has not yet had sufficient impact on standards. The school has recognised this weakness and it continues to be a main priority in the school development plan.
35. The curriculum for information and communications technology now meets statutory requirements and pupils are developing appropriate knowledge and skills across the curriculum. The use of word processing is well promoted and pupils are making good progress in developing their knowledge of how to present their ideas and adapt text. Pupils' learning starts satisfactorily in the reception class where, with help, children type and print their own names. By the time pupils are in Year 3, they are familiar with the keyboard and type in sentences using the appropriate punctuation of capital letters and full stops. By Year 5, pupils have developed this skill satisfactorily and use the mouse to block text, move sections of text by cutting and sticking and underline phrases that are

similes or metaphors. Pupils in the previous Year 6 were not, however, able to make multi-page presentations using text and pictures, which is an appropriate standard that they should achieve by the time they leave the school at 11. Pupils are introduced to the skills of controlling mechanisms and make good progress in developing their programming skills, but they are working from a low base and are not yet at the appropriate standard for their age. Similarly, pupils' ability to build a database from information they have gathered, to interrogate and interpret information from a range of databases is still below that expected. At present, opportunities to use information and communications technology for individual research are limited. This will change when the new computer suite comes into use after Christmas, when all classes will have the opportunity to use the Internet as well as CD-Roms.

36. Teachers have improved their own knowledge and expertise and use computers regularly for planning. The quality of teaching in information and communications technology is now at least satisfactory, sometimes good, and pupils' knowledge and skills are developed effectively. Additional training, which is planned later this term, is part of the school's preparation for using the computer suite. Teachers use the scheme of work provided by the Qualifications and Curriculum Authority as guidance and regular opportunities are made to introduce pupils to new skills in whole-class lessons, which are then appropriately consolidated in group tasks and individual pupils' activities. Information and communications technology is used well to develop pupils' learning in literacy and numeracy lessons. This was seen well illustrated in the Year 2 class where pupils were introduced to the use of the "enter" key so they could redraft a poem they had read in a literacy lesson. Similarly in Year 6, the teacher developed pupils' knowledge and understanding of spreadsheets so they could develop simple formulae to help them calculate the area of regular shapes as part of their work in mathematics.
37. Improvement in the range and number of information technology equipment has enabled the teachers to improve the provision for pupils. The school made a big step forward in their resourcing when three monitors linked to one computer was provided in each classroom, enabling groups of pupils to work at the same time. The new suite will improve it further. The school also made effective use of the additional funds made available from their inclusion in the Western Education Achievement Zone and purchased an inter-active white board, which has had a positive impact on the provision of information and communications technology, as well as on many other subjects, for pupils in Year 6. This is not the case in most classes and information and communications technology is not sufficiently used to promote pupils' learning in subjects other than English and mathematics.

**The provision for developing pupils' skills of mathematics enquiry and investigation requires improvement.**

38. Pupils make good progress through the school in developing their understanding and skills of numeracy. They make unsatisfactory progress, however, in developing their skills of using and applying their knowledge and in investigation, because they have insufficient opportunities to develop the skills of problem solving and systematic enquiry.
39. The National Numeracy Strategy has been effectively introduced and teachers have generally good subject knowledge that enables them to introduce pupils to the aspects of numeracy required. Other areas of mathematics, such as the knowledge of measurement, shape and space and data handling are taught satisfactorily, but insufficient time and attention is given by most teachers to developing pupils' problem solving skills. At both key stages, regular planned opportunities for mathematical investigations are not sufficiently provided or used to develop this aspect of pupils' knowledge and skills.
40. The school has introduced two commercially produced schemes to support their planning and to provide a range of activities effectively matched to the requirements of the National Numeracy Strategy. The scheme used in the infant classes has opportunities for pupils to use their knowledge

to solve simple problems. Teachers also develop their own materials to challenge pupils' thinking so that they have to use previously acquired knowledge to find information. For example, in the Year 2 class, the more able pupils were given the task to find nine different ways to make 45p using only the silver coins. They were also expected to think of a strategy of working through the different possibilities and of recording their answers so they did not repeat themselves and were able eventually to find them all. There are however insufficient opportunities to explore patterns and carry out simple investigations that extend and consolidate pupils understanding. The scheme used by teachers in the junior classes does not as effectively provide these activities and teachers do not sufficiently ensure there is an appropriate balance. Most of the examples that pupils work on are insufficiently linked to "real-life" situations or provide opportunities to develop their own problem-solving strategies and methods of systematic recording.

41. The co-ordinator for mathematics has recognised these areas of weakness as part of the monitoring of teaching and learning, but has not had the opportunity as yet to discuss with staff ways to address the imbalance in the curriculum provided.

**The provision for the development of pupils' awareness of the richness of a multi-cultural society needs greater emphasis.**

42. The provision for developing pupils' awareness of other cultures was judged as satisfactory at the previous inspection and this has been maintained. However, insufficient emphasis has been given to improving this aspect in order to bring it in line with the other areas of pupils' personal development, which are very good.
43. Pupils are introduced to differences of peoples' culture, traditions and celebrations in their lessons on religious education, geography and history. For example, pupils learn about ancient cultures in Rome, Greece and Egypt. They develop knowledge of the festivals used in a variety of religions as celebrations of peoples' faith. In assemblies, teachers explore stories that feature people of other ethnic groups to promote positive images of other races, but there are too few opportunities to enjoy the art, music and literature of other cultures or to see positive images of the wide variety of peoples in the world, their languages and the richness cultures in our multi-ethnic society.

**There is no accommodation for the school library and this restricts the opportunities for pupils' independent research.**

44. As part of the school's on-going development of its provision for information and communications technology the library is in the process of being redeveloped to become a computer suit. Most of the books are in store, or where there is room, they have been distributed to classes. Many of the classrooms are too small to house their own non-fiction library and to divided up the range of books available would restricts pupils' effective search for appropriate information to support their work in lessons. There is no longer an area where classes can work, learn about how books are classified and to develop their research skills.
45. At present, although several ideas are being explored, no decision has been made as to where the library can be re-sited. The school site is very restricted in space, but there are a number of areas that are not successfully utilised, which with support and advice from an architect, could be remodelled to provide a better use of space.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to further improve the standards achieved and education provided the headteacher, staff and governors should:

**Raise standards in mathematics by ensuring that pupils' systematic skills of investigation and problem solving are effectively promoted.**

**Improve the standards of information and communications technology at the end of Key Stage 2 by;**

- carrying out the action set down in the school development plan
- providing the full range of equipment and software required to teacher the elements set out in the scheme of work for information and communications technology
- ensuring that all staff have sufficient knowledge and confidence to teach to the appropriate levels.

**Improving the provision for pupils multi-cultural development by:**

- planning for ways to promote pupils’ awareness of the richness and diversity of society across the curriculum.
- providing sufficient resources to support teachers in this provision

**Explore options and implement the re-establishment of the library in order to promote pupils’ independent research through the use of books as well as information and communications technology.**

In addition to the key issues above, the following less important weaknesses need to be considered for inclusion in the action plan.

Promote pupils’ good handwriting skills by an earlier introduction of a joined script.

**PART C: SCHOOL DATA AND INDICATORS**

*Summary of the sources of evidence for the inspection*

Number of lessons observed

22
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Number of discussions with staff, governors, other adults and pupils

9
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*Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	57	19	4	0	0

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

*Information about the school’s pupils*

**Pupils on the school’s roll**

	Nursery	R – Y6
Number of pupils on the school’s roll (FTE for part-time pupils)		211
Number of full-time pupils eligible for free school meals		54

*FTE means full-time equivalent.*

**Special educational needs**

	Nursery	R – Y6
Number of pupils with statements of special educational needs		3

Number of pupils on the school's special educational needs register		57
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<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<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	12

### *Attendance*

#### **Authorised absence**

	%
School data	5.7
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	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***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	12	13	13
	Total	24	26	27
Percentage of pupils at NC level 2 or above	School	80(83)	87(83)	90(86)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	12
	Girls	12	13	12
	Total	25	27	24
Percentage of pupils at NC level 2 or above	School	83(93)	90(87)	80(84)
	National	84(82)	88(86)	88(87)

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

***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	14
	Girls	7	8	14
	Total	17	20	28
Percentage of pupils at NC level 4 or above	School	57(80)	67(80)	93(97)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	10	10	15
	Total	21	23	29
Percentage of pupils	School	70(80)	77(83)	97(93)

at NC level 4 or above	National	70(68)	72(69)	79(75)
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*Percentages in brackets refer to the year before the latest reporting year.*

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	5
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	175
Any other minority ethnic group	

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

### *Exclusions in the last school year*

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

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26.4
Average class size	30

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

Total number of education support staff	5
Total aggregate hours worked per week	102

#### **Qualified teachers and support staff: nursery**

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

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

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

### *Financial information*

Financial year	1999
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	£
Total income	382590
Total expenditure	383895
Expenditure per pupil	1811
Balance brought forward from previous year	29135
Balance carried forward to next year	25830



*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	211
Number of questionnaires returned	71

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	1	0	0
My child is making good progress in school.	49	49	0	0	2
Behaviour in the school is good.	48	49	0	0	3
My child gets the right amount of work to do at home.	37	44	17	0	2
The teaching is good.	58	37	4	0	1
I am kept well informed about how my child is getting on.	48	44	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	0	0
The school expects my child to work hard and achieve his or her best.	76	18	6	0	0
The school works closely with parents.	56	39	0	3	2
The school is well led and managed.	63	32	0	1	4
The school is helping my child become mature and responsible.	66	30	0	1	3
The school provides an interesting range of activities outside lessons.	32	48	13	6	1