

# INSPECTION REPORT

## **WELTON PRIMARY SCHOOL**

Midsomer Norton

LEA area: Bath and North East Somerset

Unique reference number: 109071

Headteacher: Mrs A. Mitchell

Reporting inspector: Mr P. Mann  
23219

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> May 2003

Inspection number: 246861

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Radstock Road  
Midsomer Norton  
Radstock

Postcode: BA3 2AG

Telephone number: 01761 413131

Fax number: 01761 419645

Appropriate authority: The governing body

Name of chair of governors: Mr R. Appleyard

Date of previous inspection: 12<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Science Information and communication technology Physical education Religious education	Standards - attainment and progress How well is the school led and managed? Efficiency of the school
Tony Anderson 11437	Lay inspector		Standards - attitudes, behaviour, personal development Attendance Inclusion Spiritual, moral, social and cultural and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Joan Walker 25461	Team inspector	Foundation Stage English Geography History	How well are pupils taught?
Sue O'Sullivan 31525	Team inspector	Mathematics Art and design Design and technology Music Special educational needs English as an additional language	How good are curricular and other opportunities? Monitoring pupils' academic performance and personal development Educational and personal guidance - assessment

The inspection contractor was:

TWA Inspections Ltd  
102 Bath Road  
Cheltenham  
GL53 7JX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Welton Primary School has 193 pupils on roll, aged 4 to 11, and the average class size is 28. The school is located in the Bath and North East Somerset town of Midsomer Norton. The original Victorian school was built in 1899, has recently been extended and is surrounded by attractive play areas and a playing field. Pupils come from average home backgrounds in the town and surrounding area. The number of pupils who receive a free school meal is below the national average. At the time of the inspection, there were nine children under five in the reception class. The attainment of these children at the start of school is average. Sixteen per cent of pupils have been identified as having special educational needs, of which about half are at the early, school-based stages of assessment and provision and the other half receive support from the local education authority. There are six pupils with a Statement of Special Educational Need. The proportion of pupils with special educational needs is broadly average. Currently only three pupils speak English as an additional language, which is below that found nationally.

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

This is an effective school where a strong focus has been placed on raising standards and improving the quality of education available for all pupils. The headteacher has managed the school very well through a period of instability and change in recent years, providing very good leadership to a dedicated team of teachers and the governing body. As a result, all pupils come to school with an enthusiasm for learning, a keenness to do well and make good progress overall across the school. Given the level of resources available, the attainment of pupils when they start school and the standards currently being achieved, the school provides good value for money.

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

- The level of pupil achievement is good.
- The good behaviour of pupils and very positive relationships between staff and pupils and pupils themselves.
- Teaching is good overall.
- The provision for pupils with special educational needs is very good and staff care for all pupils very well.
- Links with parents are very good.
- The headteacher provides very good leadership for the work of the school.

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

- Continue to raise standards in writing.
- The allocation of time to some lessons.
- Make better use of pupil assessment information to plan for future work in all subjects except in English, mathematics and science.

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

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

Good improvement has been achieved on all the key issues identified in the previous inspection. Pupil standards are now in line with national expectations in all subjects by the time they leave school at 11 years. The quality of teaching has been improved and the provision for reception children is now good. Assessment procedures are now in place for English, mathematics and science and are being used effectively to plan for the next stages in pupils' learning in these subjects. The capacity for further improvement is now very good.

## 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	
	2000	2001	2002	2002	
English	C	C	C	D	well above average A above average B average C below average D well below average E
Mathematics	B	C	C	E	
Science	B	B	C	E	

Standards attained by 11 year olds have fluctuated in the past but are average overall in English, mathematics and science. This is confirmed by the 2002 national tests and inspection findings where attainment is average overall in all subjects. When these results are compared with similar schools with similar prior attainment, standards at 11 are below average in English but average in mathematics and science. There are no significant variations in the attainment of girls and boys. The year groups, however, are quite small and fluctuate in size from year to year. These results therefore, do need to be treated with some caution when the achievements of one or two pupils can make a significant difference.

Children in the reception class make good progress in language and creative skills, building well on broadly average levels of attainment when they start school. The oldest junior pupils are making satisfactory progress overall as they move through the school and those at the end of the infants are now achieving average standards after a period of low attainment. The rate of achievement is best for those junior pupils in Years 3, 4 and 5 because of good teaching and the effective planning of learning opportunities. The strong focus now being placed by the leadership of the school in raising standards for all pupils is a key driving force for these improvements.

All pupils in the infants and juniors are making good progress in their use of number. This is providing the added confidence for junior pupils who are achieving well in all other areas of mathematics. The level of achievement in computer related skills is good as a result of much good teaching and improved resources. Standards in English have improved since the previous inspection but the school recognises that more work still needs to be done to improve the quality of pupils' writing overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils display a great sense of enjoyment in their learning and work hard in lessons.
Behaviour, in and out of classrooms	The behaviour of pupils is good both in the classrooms and around the school. All pupils respond well to the recently implemented whole school initiatives to promote positive behaviour both in school and in the playground.
Personal development and relationships	This is a significant strength of the school. All pupils value the opportunities to talk to staff about issues important to them. As a result, relationships between themselves and staff are very positive and effectively contribute to the pupils' overall achievements.
Attendance	Levels of attendance are good and above average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 is good overall with three out of every four lessons being good or better and two lessons in the juniors judged to be excellent. This is a considerable improvement on the findings of the previous inspection when one in five lessons were unsatisfactory. The proportion of unsatisfactory teaching in this inspection is very small in comparison, being only one lesson. This was due to deficiencies in the management and organisation of the learning activities as opposed to significant weaknesses in the teaching. Teaching in the reception class is consistently good or better and, as a result, these children make good progress in all areas of learning.

All teachers have developed positive relationships with the pupils. They plan interesting and exciting learning opportunities in all subjects and, as a result, the rate of overall pupil achievement is good. The basic skills of literacy and numeracy are being taught effectively and often information and communication technology is used to support this teaching in an imaginative way. Lesson planning meets the needs of all pupils because work is carefully matched to individual needs through ability grouping. This is particularly so in English, mathematics and science where good assessment procedures are now in place to monitor the pupils' progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and relevant curriculum with a good range of wider opportunities for learning through clubs, sports, visits and visitors to the school. The curriculum is richer for children in the reception and pupils in Years 3 to 6 than in Years 1 and 2. There is too little time for teaching music and some lessons are too short for pupils to make sufficient progress in their learning.
Provision for pupils with special educational needs	Provision for these pupils is very good. They are very well supported by class teachers and learning support assistants and as a result make good progress across the school.
Provision for pupils with English as an additional language	The school provides satisfactory support for the small number of pupils for whom English is an additional language. They are well integrated into the work of the school and make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Assemblies provide good opportunities for spiritual development. A strong emphasis has been placed on developing very good procedures for moral and social development and this has been highly successful. Cultural development is good overall but there still needs to be a clearer focus on multi-cultural education.
How well the school cares for its pupils	The provision for child protection and pupil welfare is very good and the recently implemented road safety campaign is a fine example of the level of this care. The school assesses very thoroughly pupils' standards and progress in English and mathematics and tracks pupils' progress well. Assessment in other subjects is not used to track and guide pupils' progress as effectively.

The school has worked very hard to develop strong links with its parent community. This is valued by the vast majority of parents and carers of pupils at the school, many of whom provide extra help in the classrooms for the benefit of all pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader who provides very clear educational direction for the school's work. New initiatives are managed very well with the support of senior staff and much has been achieved in a short space of time. Teamwork is a very strong feature of this school. Subject co-ordinators are beginning to play their part in school improvement and the newly installed computer suite is testament to their efforts.
How well the governors fulfil their responsibilities	The governing body provides good levels of support for the school. Governors are now very aware of their roles and responsibilities and make an effective contribution to school management.
The school's evaluation of its performance	Teaching has been monitored very effectively by the headteacher and senior staff and the standard of pupils' work is regularly reviewed by the staff as a whole. Those teachers with a subject responsibility are starting to fulfil their respective roles effectively.
The strategic use of resources	Planning for school improvement is very good and the strategy for future development is clear. The governing body makes good use of financial resources to improve the fabric of the building and enhance the site. For instance, the library area has been extensively modernised and is now providing a very effective facility for the enrichment of the pupils' learning experiences.

There is a good match of teachers and support staff to the needs of the pupils and the effective teaching of all aspects of learning. The standard of the building has been significantly enhanced and the school car park now provides a safe drop off facility for pupils and parents at the beginning of the school day.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The meeting was attended by 9 parents and 31 per cent of parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour in the school is good.</li> <li>• Their child likes school.</li> <li>• Progress is good.</li> <li>• Teaching is good.</li> <li>• It is easy to approach the staff about problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The school works closely with parents.</li> <li>• The amount of homework set.</li> <li>• Information about their child's progress.</li> </ul>

Inspectors agree with parents' positive views. The school works closely with parents and significant changes to the school have been subjected to wide consultation. The arrangements for homework are satisfactory and similar to many other schools and used effectively to support pupils' learning. The quality of information about progress is good.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. Assessments undertaken when children first come into the reception class confirm that the attainment of these children is in line with that expected nationally for 5-year-olds; standards in speaking and listening for these children are, however, good and above average. Standards attained by 11-year-olds have fluctuated in the past but are average overall in English, mathematics and science. This is confirmed by the 2002 national tests and inspection findings where attainment is average overall in all subjects. When these results are compared with similar schools with similar prior attainment, standards at 11 are below average in English but average in mathematics and science. There are no significant variations in the attainment of girls and boys. The year groups, however, are quite small and fluctuate in size from year to year. These results, therefore, do need to be treated with some caution when the achievements of one or two pupils can make a significant difference.
2. The oldest junior pupils are making satisfactory progress overall as they move through the school. The rate of achievement is much better for lower junior pupils because of good teaching and the effective planning of learning opportunities. The strong focus now being placed by the leadership of the school on raising standards further is a key driving force for these improvements.
3. Standards attained by 7-year-olds in the 2002 national tests were below average in reading and well below average in writing and mathematics. Standards for 7-year-olds have been better in the past but these particularly low results were primarily due to difficulties related to the recruitment of an experienced teacher for the oldest infant pupils. These issues have been addressed successfully and the quality of teaching for all infant pupils is now much better with the level of achievement in reading and mathematics now good. Standards in writing, however, are below average.
4. The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by pupils in Year 2 and Year 6 in the 2002 tests, compared with all schools nationally and measured by what is known as points scores. These scores take into account the performance of all pupils in the year group.

	<b>National tests Year 2 2002</b>	<b>Inspection judgements Year 2 2002</b>	<b>National tests Year 6 2002 [points scores]</b>	<b>Inspection judgements Year 6 2002</b>
<b>English</b>	<b>Reading</b> Below average <b>Writing</b> Well below average	<b>Reading</b> Average <b>Writing</b> Below average	Average	Average
<b>Mathematics</b>	Well below average	Average	Average	Average
<b>Science</b>	<b>By teacher assessment</b> Well below average	Average	Average	Average

5. The following table shows standards in subjects other than English, mathematics and science.

	<b>By the age of 7</b>	<b>By the age of 11</b>
<b>Information and communication technology</b>	In line with that expected	In line with that expected
<b>Art and design</b>	In line with that expected	In line with that expected
<b>Design and technology</b>	In line with that expected	In line with that expected
<b>Geography</b>	In line with that expected	In line with that expected
<b>History</b>	In line with that expected	In line with that expected
<b>Music</b>	In line with that expected	In line with that expected
<b>Physical education</b>	In line with that expected	In line with that expected
<b>Religious education</b>	In line with that expected	In line with that expected

6. Children under the age of five make good progress from the time they join the school to the end of the reception year. By the time the children reach the end of the reception year a large proportion will have attained the early learning goals<sup>1</sup> in all areas of learning and progressed into the National Curriculum.
7. Pupils in the infant and junior classes are achieving well overall due to good teaching and planning for what is to be taught in most lessons. Junior pupils are making particularly good progress in mathematics. Progress is satisfactory overall in English but the quality of pupils' writing across the school is still in need of further development. For instance, there is still insufficient focus on producing writing of high quality at all levels. However, the good quality teaching combined with effective levels of support for pupils, including those with special educational needs is ensuring that progress is good in several other aspects of learning. The implementation of the literacy and numeracy strategies has been well managed and this has had considerable effect in improving pupil achievement throughout the school. Progress in science is satisfactory but best for pupils in Years 3, 4 and 5. A good emphasis is now being placed on investigative work.
8. All pupils are making good progress in information and communication technology. Pupils enjoy the subject and gain much enjoyment and confidence in developing their computer skills within the new computer suite. Teachers provide a good range of learning experiences for pupils in information and communication technology with the result that progress is rapid and standards are average at 7 and 11 years. Pupils in the infants and lower junior classes are also making good progress in physical education and especially so in dance. Pupils are making satisfactory progress in all other subjects and standards are in line with that expected of 7- and 11-year-olds.
9. Pupils with special educational needs make good progress towards their individual targets in all classes. This is because they are very well supported by class teachers, who make special provision for them, and by learning support assistants who help them to take a full part in lessons. Pupils with Statements of Special Educational Need are making good, and sometimes very good, progress in meeting their behavioural and academic targets. The provision for higher-attaining pupils is good and this is an improvement on the findings of the previous inspection. For example, challenging work is provided in mathematics within small teaching groups.

<sup>1</sup> Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical 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.

10. There is a very small number of pupils for whom English is an additional language. They make satisfactory progress in learning English, although their standards in English are lower than those of their peers. They achieve satisfactory standards in other subjects and in mathematics they achieve well. The pupils take a full part in the life of the school.

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

11. Pupils' attitudes and behaviour are good and their personal development is very good. Pupils' attendance and punctuality at the school is good.
12. Pupils display good attitudes in the classroom and around the school. For example, in one infant religious education lesson pupils were observed to enter into the spirit of an excellent and very effective initiative to talk to their partners across the breadth of the classroom. Pupils respond consistently well to their teachers and to other adults in the school. In one observed whole-school assembly, they sat very quietly on entry to the hall and they listened with dignity and reverence to the John Lennon composition 'Imagine' being played prior to the start of the assembly. In the playground, pupils displayed consistently good attitudes to each other as they played a variety of games. Several discussions with children during the inspection provided further evidence of their positive attitudes to life at this school.
13. Pupils' behaviour is consistently good in most lessons and in some aspects of their school life; for example in whole-school assemblies, it is very good. When teaching was good or very good, pupils were observed to take a positive and proactive part in many lessons but when the teaching was less than good, a few pupils were occasionally seen to lose concentration. Although not observed during the inspection, there is documentary evidence of a very small amount of occasional unsatisfactory behaviour from a minority of pupils but the school is very proactive in its methods of monitoring, promotion and control of all behavioural issues. There have been no recent exclusions from the school. At lunchtime, pupils were observed behaving consistently well both in the school hall and in the playground. They were also seen to arrive and leave school in an orderly manner.
14. Pupils' personal development and relationships are very good. The underlying and very positive ethos of the school is a significant aid to pupils' personal development and they are given many opportunities to make significant progress in this area. For example, all pupils have a responsibility of care and children take turns to be elected as House Captains and as members of the School Council, roles that they take with pride and growing confidence. Parents at the meeting commented very favourably on the very positive atmosphere for learning that now exists within the school. Older children at the school also help younger ones in the dining room. Pupils also act as monitors for a variety of tasks in the classroom and around the school. A good example of the very positive relationships was observed in a Year 5 personal, social and health education lesson which included an element of circle time<sup>1</sup>. During this lesson pupils, in small groups, had to identify similarities and differences of two photographs of children, one black and one white. Pupils' relationships with each other and with the teaching and support staff are very good and discussions with a number of children confirmed that they all like this school very much. Regular visits into the community help to develop the whole child and provide wide opportunities for pupils to demonstrate their growing confidence in the outside world.
15. The overall attendance at the school is good and is currently above the national average. The incidence of recorded unauthorised absence is very high, although the school is aware that their interpretation of authorised and unauthorised absence has been a little

---

<sup>1</sup> During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

inconsistent in the past and procedures are already being reviewed in this area. There is very little evidence of pupil lateness and the vast majority of pupils come to school on time. School registers are correctly marked in the morning and afternoon.

16. Pupils' attitudes, behaviour, personal development and relationships are a significant strength of the school.

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

17. The previous inspection judged the quality of teaching to be sound overall. In the Foundation Stage it was satisfactory and in Years 1 and 2 good. In Years 3, 4, 5 and 6 it ranged from good to unsatisfactory and with 16 per cent of teaching being unsatisfactory it was recorded as a key issue. Current inspection findings show that overall teaching is good throughout the school and contributes to the improvement in standards in Years 3, 4, 5 and 6 in all subjects. During the inspection, almost three in four lessons were good or better, including two excellent lessons in literacy. Almost one in five lessons were satisfactory and only one lesson was judged to be unsatisfactory. The school has successfully addressed the key issue of improving the quality of teaching. The picture of teaching contained in the parents' responses to the questionnaires is that they believe teaching to be good and this inspection team confirms their judgements.
18. The overall quality of teaching in English, mathematics, science, information and communication technology, art and design and music is good and in all other subjects, where a judgement could be made, it is satisfactory.
19. The quality of teaching and learning in the reception class is always good and, at times, very good. The teaching observed was characterised by high expectations, good use of time, the wide range of resources and the way in which tasks challenged children's thinking, which made the children want to learn. Planning ensures that all children have equal access to the rich and varied curriculum, and the contributions of the learning support staff who work with the children are greatly valued. Careful and thorough assessments during lessons take good account of children's progress towards achieving the early learning goals. The teacher values children's work and opinions. This is confirmed by the careful way in which the children's work is displayed in the classroom and around the school. The classroom is bright and cheerful and provides an interesting and stimulating area in which the children are given every opportunity to make good progress in their learning.
20. The quality of teaching and learning is good for infant pupils. It ranges from satisfactory to very good. The quality of teaching and learning for pupils aged 7 to 11 is good overall. It ranges from unsatisfactory to excellent.
21. Inspection evidence indicates there are a number of factors that contribute to the best teaching:
  - the teachers' knowledge and understanding of the subject;
  - the teaching of basic skills;
  - planning is good and takes into account pupils' individual learning needs;
  - good expectations of pupils' work and their behaviour;
  - a variety of teaching methods are used;
  - the pace of the lesson, which is brisk and no time is wasted;
  - good use of assessment information in English and mathematics to ensure that what the pupils do next is closely matched to their individual needs;
  - good use of the final or plenary sessions to assess the progress pupils make in lessons.

22. In the best lessons, teachers show good subject knowledge, which is passed on to the pupils with interest and enthusiasm. Teachers ensure that pupils' knowledge and use of correct vocabulary is good; for example, in an excellent lesson in literacy the teacher ensured that the pupils understood such terms as 'modify', 'rehearse', 'performance' and 'anonymous'. In another excellent lesson in literacy, which was extremely well linked in using computers, the teacher used very good visual aids to effectively demonstrate the correct use of conjunctions to develop pupils' writing skills. Clear targets were set for the completion of the task to ensure good pace was maintained throughout the lesson. Pupils' learning was very good in both these lessons and pupils made good progress.
23. Where teaching could be improved, the following factors were found in the lessons observed:
- learning intentions were not always made clear to the pupils;
  - teachers' expectations of what pupils could achieve were not high enough and restricted pupils' progress;
  - the management and organisation of practical investigations in science provided insufficient learning opportunities for all pupils;
  - during sessions in which pupils worked independently, too often the amount and quality of their work deteriorated;
  - teachers missed opportunities to assess pupils' progress and learning, especially during the final or plenary session.
24. The teaching of pupils with special educational needs is consistently good. Teachers take good account of pupils' needs when planning work and make sure that they are fully involved in lessons at an appropriate level of challenge. The very thorough documentation is very well used by teachers and learning support assistants as they work together to provide for each child and to ensure good progress. The close co-operation between all staff who work with pupils with special educational needs is a key factor in the effectiveness of their work. Learning assistants are highly experienced and committed and take responsibility and initiative in devising activities for pupils. They show great dedication to the pupils they support and the result is that pupils make good and sometimes very good progress.
25. The teaching of literacy is good and has a positive impact on the standards achieved. Teachers plan lessons effectively and different tasks are planned for pupils with various capabilities. In the very best lessons, learning objectives are shared with the pupils and, therefore, they are fully aware of what they are supposed to learn by the end of the lesson. The pace of the lesson is very brisk and no time is wasted. Teachers manage all pupils very well and behaviour is good.
26. The teaching of numeracy is good overall. Number skills are being taught well across the school and progress is also good in the juniors in all other areas of mathematics. In the best lessons, planning is detailed and learning support assistants are used effectively to support less-able pupils.
27. Relationships between pupils and staff are very good and teachers manage the pupils successfully. Overall, pupils' attitude to work is good. Usually teachers' expectations are high and because pupils know and understand what is expected of them most of them work hard to achieve their learning intentions. Teachers make effective use of learning support staff who work with groups of pupils, including those with special educational needs. Assessment procedures are good in English and mathematics and used to inform future planning. However, in most other subjects, assessment is not used well to inform future planning in order to meet the needs of the various capabilities of the pupils.

Resources, including the library and computer suite, are used effectively to support and motivate pupils. Homework is used well to support pupils' learning.

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

28. The school provides a broad and relevant curriculum that meets statutory requirements. The subjects of the National Curriculum and religious education are enriched by a wide range of further opportunities for learning. These include sports and other clubs, such as French and recorder groups, visits to places of interest, and the contribution of visitors to the school. The curriculum is richer in the reception class, with the range of work leading to the early learning goals, and in Years 3 to 6 than in Years 1 and 2. This is because there are fewer after-school activities suitable for pupils of this age. The governors and school staff plan to extend these activities. The time allotted for music in Years 1 to 6, and in some other lessons, is sometimes too short to enable pupils to make sufficient progress in their learning.
29. The curriculum for pupils in the reception class is good. All areas of learning are well covered and there is a good balance between them. In Years 1 and 2 the taught curriculum provides a satisfactory range of learning that develops pupils' personal and academic achievement. In Years 3 to 6, this satisfactory provision is enhanced by the many, varied opportunities to learn beyond lessons. Pupils apply their knowledge of science and history, for instance, in visiting nature parks, a local farm and local museums and archaeological sites such as the Roman baths in Bath. The annual Year 6 school camp provides well for pupils' personal development and enjoyment of learning. The provision for personal, social, health and citizenship education, through discrete lessons, 'Golden Time' and assemblies, is very good.
30. All pupils benefit from listening to visitors. During the inspection, pupils in Years 1 and 2 received very good training in road safety. Pupils benefit from visits from drama and music groups, from illustrators and authors, as well as from individuals with particular skills, such as an Indian dancer, a local veterinary surgeon and 'Mr Magic' in science.
31. The contribution of the community to this rich extra-curricular provision is good. Coaches from the Keynsham Judo Club provide weekly judo classes that are very well attended and enjoyed by boys and girls. Bath Rugby Club provides coaching and the Lawn Tennis Association is working with a group of gifted pupils of all ages to improve their tennis skills following coaching sessions throughout the school. The school caretaker takes groups for cycling proficiency and the school-crossing supervisor provides fortnightly sessions with pupils to update the web site. He also leads very competently a weekly course on a frequently used computer program for parents. The school has appropriate pastoral and curricular links with local secondary schools.
32. There are three pupils for whom English is an additional language. None are at an early stage of English acquisition although two need additional support. The school is making satisfactory provision for this.
33. The provision for pupils with special educational needs is very good. Their needs are clearly identified and well met in individual education plans and pupil inclusion plans. These are written by class teachers with the help of the special educational needs co-ordinator, so that all involved in teaching pupils share responsibility well. Targets are measurable and are clearly written so that teachers, learning assistants and pupils can track progress regularly. Learning assistants keep regular, detailed records of the progress of the pupils they support. The school implements very well the Special Educational Needs Code of Practice (2001).

34. The spiritual development of pupils is good. All pupils of statutory school age are invited to attend a daily act of collective worship and this is usually delivered through themed assemblies. One observed assembly taken by the headteacher contained a very powerful element of spirituality brought about by a very good link between the school's rules and God's rules through the biblical story of 'Jonah and the whale'. The high element of spirituality at this school is also evident through the school's strong Christian ethos and by way of the curriculum in subjects, such as religious education, art, music and personal and social education.
35. The moral development of pupils is very good. Teachers act as very good role models for pupils in the way they present themselves in the classroom and around the school. The very caring ethos of the school is used very well to promote the difference between right and wrong and, in the reception class, children are taught from an early age to take turns and to share toys and games with their fellow pupils. The school's behaviour code and school rules are quietly but efficiently promoted, particularly through personal, social and health education lessons and 'circle time'; they are consistently used by the school to underpin and enhance pupils' moral development. For example, in one observed Year 3 personal, social and health education lesson, children were encouraged to think of their own decision-making and they were placed in the position of having to comment on the moral dilemma of a fictional character called Emma who took a hamster into school.
36. The social development of pupils is very good and the school provides pupils with many opportunities to enhance this provision. For example, pupils are able to practice their social skills in the school dining room and in the playground where they were observed to have very good relationships and to play sensibly with their peers. There are also many other opportunities presented for social development in the classroom and in the school hall through speaking and listening and also in group working. A good example of this was seen in a whole-school assembly in which groups of pupils acted out the parts of children in the playground in a variety of different scenes. The rest of the school was encouraged to offer suggestions in relation to the moral and social issues portrayed and to suggest solutions. A few children have recently taken part in a public speaking competition against other schools. External visits into the local environment are also used very effectively to enhance the social provision of pupils at the school. For example, Year 1/2 pupils have recently taken part in pedestrian training, an excellent initiative organised by the local education authority and which provided a significant input to pupils' social development and overall care.
37. The cultural development of pupils is good. Pupils have many opportunities to study local and national culture through curricular subjects such as English, history, geography, music and art. Many visits are made into the local environment, such as to the cathedral in Wells and to local farms. There is also a wide range of incoming visitors to the school, such as a recent 'Punch and Judy' man and a local vet who talked about the care of animals. The wider study of the richness of other cultures both in our own country and across the world is still in a developmental stage but there are good examples of recent studies of India and the Aztecs to be seen around the school. The school has also recently celebrated Diwali and the Chinese New Year. Visits to a mosque in Bristol and a multi-cultural week are planned before the end of the summer term and this will include studies of different food, costumes and music as well as an insight into French culture through Madam Perry, a frequent visitor to the school.
38. The spiritual, moral, social and cultural provision of pupils is very good overall and it is a developing strength of the school.

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

39. The procedures for child protection and welfare are very good, as are the procedures for the monitoring and promoting pupils' personal development.
40. Child-protection procedures are in place and are effective and the reporting person is known to all staff in the school. The school teaching and support staff, supported well by a range of external agencies, provide a high degree of welfare support to individual pupils, for example by the good provision for pupils with special educational needs. The school both formally and informally monitors the pupils' academic performance and personal development well. Steps are taken to identify individual problems with a range of strategies which may include the preparation of individual education plans for some pupils.
41. In the classroom, teachers and support staff know their children very well and they are quick to observe any personal difficulties exhibited by pupils and to take appropriate and remedial action. The school operates a good first-aid system for minor accidents and appropriate records are maintained. Regular fire drills are carried out and the school also maintains a log of pupil medical records, including food allergies which are copied to relevant kitchen staff. The school also carries out occasional health and safety audits of the site and appropriate records are kept. The school has recently introduced a very effective and safe morning arrivals system for pupils travelling by car. The hard work of teaching and support staff, together with the governing body and parents in implementing this significant health and safety initiative is to be highly commended.
42. The school is not always proactive in the monitoring of individual levels of pupil absence and there has been recent confusion in relation to the published levels of authorised and unauthorised absence. The school is now fully aware of its responsibilities in this area and is taking action to ensure that future official returns are accurate. The school promotes good attendance and parents are reminded to act responsibly when considering taking their children on holiday during term time. A range of effective strategies for the monitoring and control of the rare examples of challenging behaviour have been implemented. Positive attitudes, together with pupils' safety and well being, are very well promoted in lessons such as personal, social and health education and 'circle time' and also through the weekly award of 'Golden Time'. The school is also very inclusive in its attitude to the occasional challenge of admitting pupils on roll who may have experienced significant difficulty at other schools.
43. The assessment of the work of pupils with special educational needs is very good. Learning assistants and teachers keep regular records of progress towards targets, as set out in individual education plans and pupil inclusion plans, and these are reviewed termly with the special needs co-ordinator. Parents are kept well informed.
44. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. In one such observed assembly, each teacher presented awards to his or her 'children of the week' and they described the particular aspect of the child's school activity and work which had led to their decision. The selected children from each class proudly stood on the stage waving their certificate to an appreciative round of applause from the other pupils and staff at the school. This practice is clearly a much valued and very effective area of the school's monitoring and promotion of pupils' personal development.
45. The school's procedures for assessing and monitoring pupils' standards and progress are satisfactory. The school has very good procedures for assessing pupil's attainment in English and mathematics; procedures in science are good. The results of national and other tests are recorded and analysed. Regular tests in English, mathematics and science are kept in 'Progress Books' for each pupil. This detailed information is used to track pupils' progress very thoroughly, year by year. The data is also used to set targets for groups of pupils and to identify those who would benefit from additional support. This has

contributed to the success of Booster classes<sup>2</sup> in mathematics and to some extent in English.

46. The school has not developed detailed procedures for assessing attainment and tracking progress in all other subjects. Teachers summarise pupils' achievements in each subject in annual reports for parents. The lack of clear criteria to guide the development of pupils' knowledge, understanding and skills in all subjects sometimes constrains pupils' achievement. This is because teachers do not have sufficiently detailed information about pupils' progress when planning lessons. Although teachers make evaluative comments on pupils' work, in class and in books, pupils do not have a clear view of the specific criteria for success in each subject and so are not as clear as they could be about how to improve their work in order to reach a higher level.
47. The very high level of child protection and welfare support to pupils at the school, together with the very good procedures for promoting pupils personal development, have a significant impact on their learning and they are a major strength of the school.

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

48. Parents' views of the school are very good, as are the school's links with parents. The impact of parental involvement with the school is very good.
49. The parents' meeting with the inspectors was moderately well attended and the parental questionnaire was returned by a high percentage of parents. A significant majority of parents are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. Parents also feel that the teaching is good and that the school is well managed. Treating parents as co-educators is a significant and proactive part of the school's philosophy and is the driving force behind the continuing development of the school/parental partnership. The information provided by the school through the prospectus, governing body's annual report to parents and via regular newsletters is of a high standard. Annual academic reports are of a good standard and include useful targets for improvement. The available range of extra-curricular activities at the school is good and observed Judo sessions on successive evenings for both infant and junior pupils were very well attended.
50. Some parents are frequent visitors to the school both in terms of providing very welcome classroom support and in helping to organise and run extra-curricular activities and assisting with external visits and occasional residential trips. For example, several parents accompanied Years 1 and 2 children on a pedestrian morning in which children were trained in all aspects of road safety. All parents have been invited to enter into a home/school agreement which is designed to promote improved communication between the school, parents and children. Several parents were interviewed during the inspection and all had only positive contributions to add to the inspection evidence base. The school has an open door policy and prompt access to the teaching staff and headteacher is a particular feature of the school.
51. The partnership with parents of pupils with special educational needs has been much improved this year by the recently appointed special educational needs co-ordinator. Parents are well involved in consultations with specialist outside services and in the establishment and review of individual plans.
52. Many parents also play an important part in their children's education by helping them at home by listening to them read or in assisting them with occasional project work which is

---

<sup>2</sup> Booster classes are specially designed lessons in the core subjects for pupils identified as having the potential to achieve Level 4 in the national tests at the end of Key Stage 2.

related to a particular topic being studied at school. The 'Parent Teachers and Friends Association' is very supportive and provides a further very effective link between home and the school. Parental attendance at school concerts, celebrations and sports days is very good.

53. The school's links with parents provide a very strong contribution to pupils' learning and personal development and it is a significant strength of the school.

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

54. Overall, the headteacher provides very good leadership and management of the school and very clear educational direction for its work. Following her appointment and after a period of staffing instability at the school, there has been a far greater emphasis placed on raising standards and pupil achievement. An atmosphere of high expectations for all is now being well established and newly appointed senior staff play an ever-increasing role in supporting this climate of achievement. A much greater emphasis is being placed on school improvement and the management team shares a very keen commitment to the further development of the school. The appointment, inspiration and motivation of staff has been a very high priority for the leadership of the school and the staff now function very well as a team. Responsibilities are clearly delegated to individual staff who support each other to manage the overall curriculum. Parents commented very favourably on the positive impact that this new leadership has had in raising pupil standards and improving the overall behaviour of pupils. As one parent said, 'This headteacher has now put the fun back into learning for all pupils!'
55. The monitoring of teaching and learning is very good overall. The headteacher and senior staff play a significant role in monitoring the school's work and regularly monitor the quality of teaching and learning. Support staff and teachers work very well together to raise standards further. Priorities for school improvement are very well thought out and the actions taken to meet the school's targets are effective. Staff with managerial responsibility display a very good level of commitment and desire for the school to excel in what it does. Performance management provides a very good focus for developing individual members of staff. Induction procedures for new staff are very effective and in-service training has proved to be mutually beneficial to all staff over the last few years.
56. Overall, the governors are good at providing effective levels of support for the school and are fully committed to support the work of staff. The governing body has worked closely with staff to address the key issues from the previous inspection. The strengths and weaknesses of the school are well understood by the governors, and the governing body works hard with the headteacher and senior staff to shape the strategic direction of the school. Targets for school improvement are well monitored throughout the improvement planning cycle and governors place emphasis on setting targets for further improvement. The governing body complies with its statutory duties and legal responsibilities. The headteacher works very closely with the governors to further improve the school, such as modifying the car parking arrangements for parents, improving the accommodation overall and security of the site.
57. The school makes good strategic use of resources, grants and other funding to raise standards further. The plan for school improvement is an impressive document that clearly maps out the medium- and long-term development of the school. Good financial planning helps to support educational priorities. This has been particularly so in the development of a new library, the building of a new classroom and installation of a most impressive computer suite. Surplus funds have been prudently put aside for the installation of security fencing around the school site to prevent vandalism during out of school hours. The efficiency and effectiveness of the financial administration systems are good and very well managed by a competent finance officer. The school reacted very well

to the most recent auditor's report and there are now very clear financial procedures in place. The headteacher and governing body are kept well informed about the position of the school finances as a result of these good arrangements. The school's use of new technology to support pupils' learning is very good and pupils are making good progress in these important skills as a result. Staff identify and justify their use of resources well and specific grants are used effectively for their designated purpose to further support the pupils' learning.

58. The principles of best value are applied well in this school to further the opportunities open to the pupils. Extra funding is sought to provide extra learning opportunities for pupils. For example, the school has recently been awarded a sport grant to provide equipment and extra coaching for playground hockey. Competitive tendering is well established in this school and governors make every effort to obtain good value for money from limited resources such as in the installation of security fencing. Major expenditure decisions are subjected to wide consultation and parents have been surveyed on major changes to the school, such as the morning drop off arrangements in the car park.
59. The management of special educational needs is good. The headteacher provides good leadership to all staff through her example and through the implementation of the school's policy of including pupils with special educational needs as fully as possible in the life and work of the school. All staff working with these pupils do so consistently and to a high standard and the school's work in this meets very well the school's educational aims. The recently appointed special educational needs co-ordinator has made significant improvements in the provision for pupils with special educational needs. She has reviewed all documentation and brought it into line with the Code of Practice and involved parents more in decisions about their child. She has also given good support to teachers and learning assistants in providing for pupils who sometimes present a considerable challenge. These improvements contribute significantly to the good progress pupils make.
60. The provision of teaching and support staff is well matched to the requirements of the curriculum. There have been significant changes to the staff since the last inspection and the relatively new headteacher has done an excellent job in building up a very effective and dedicated teaching and support team over a very short period of time. This very effective team also includes several classroom assistants, a particularly efficient school secretary, a very helpful caretaker (also a parent), a very versatile crossing patrol man who is also a computer expert, dedicated kitchen staff and lunchtime supervisors, together with a number of parents who help out in a variety of ways. This good provision is well utilised for both educational and welfare purposes. The induction arrangements for new staff to the school and the monitoring systems for existing staff are good and performance management systems and procedures are fully implemented and effective.
61. The school accommodation is satisfactory for effective delivery of the curriculum. Classrooms are in satisfactory decorative order, although storage space for resources is at a premium. The external facilities are good during the summer months when children are able to utilise the large grass area to the north side of the school site. However, in winter or during times when the grass is wet, the existing playground space is significantly inadequate for the number of pupils on roll at the school.
62. Teaching resources for the core<sup>3</sup> subjects are good overall and the computerised library provision is particularly effective. The new computer suite has been very well designed and decorated by a combination of teaching and support staff and it is well utilised by the school. Resources in most foundation subjects are satisfactory but they are good in art and physical education.

---

<sup>3</sup> English, mathematics and science are referred to as the core subjects.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To further develop the effectiveness of the school and continue to raise standards, the governors, headteacher and staff should:

- continue to raise standards in writing;  
(*paragraphs 7, 79, 86*)
- review the allocation of time to some subjects and lessons such as in music;  
(*paragraphs 28, 109, 126, 133, 143, 145*)
- make better use of pupil assessment information to plan for future work in the foundation subjects.  
(*paragraphs 27, 46, 134, 140, 153*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	10	21	9	1	0	0
Percentage	5	23	49	21	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	193
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	30

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	2.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.8
National comparative data	1.3

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
	2002	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	22	19	22
Percentage of pupils at NC Level 2 or above	School	85 (93)	73 (93)	85 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	22	22	21
Percentage of pupils at NC Level 2 or above	School	85 (93)	85 (96)	81 (96)
	National	85 (85)	89 (89)	89 (89)

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
	2002	13	10	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	19	20	21
Percentage of pupils at NC Level 4 or above	School	83 (83)	87 (78)	91 (94)
	National	75 (75)	73 (71)	91 (94)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	17	20	19
Percentage of pupils at NC Level 4 or above	School	74 (67)	87 (78)	83 (94)
	National	73 (72)	74 (74)	82 (82)

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

Some data is not included because there are less than ten pupils in each category.

### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### ***Exclusions in the last school year***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
130	1	0
2	0	0
2	0	0
2	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
52	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	21.4:1
Average class size	27.5

### Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	144.25

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4.5

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2002/3
	£
Total income	361,810
Total expenditure	365,645
Expenditure per pupil	1,855
Balance brought forward from previous year	52,254
Balance carried forward to next year	59,363

## Results of the survey of parents and carers

Questionnaire return rate 31%

Number of questionnaires sent out	193
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	3	2	0
My child is making good progress in school.	54	41	2	3	0
Behaviour in the school is good.	38	58	2	0	2
My child gets the right amount of work to do at home.	31	54	10	3	2
The teaching is good.	52	43	5	0	0
I am kept well informed about how my child is getting on.	43	48	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	62	31	3	2	2
The school expects my child to work hard and achieve his or her best.	57	38	5	0	0
The school works closely with parents.	38	44	11	3	4
The school is well led and managed.	28	60	10	0	2
The school is helping my child become mature and responsible.	33	58	7	2	0
The school provides an interesting range of activities outside lessons.	41	49	5	0	5

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**

64. Provision for the children in the Foundation Stage is good. The quality of teaching is good and occasionally very good for all children, including those with special educational needs. This is an improvement since the last inspection when it was judged to be satisfactory overall. There has also been an improvement since the previous inspection in the range of activities for the children within the classroom and in the outside play area and now includes large wheeled toys to develop their physical development.
65. Children enter the reception class at the beginning of the school year in which they are five. Admission arrangements are staggered to ensure the children settle well and can cope with a full day in school. The induction procedures are well thought out and appreciated by the parents. Most children have attended the private playgroup that is situated on the school site. At the time of the inspection, there were 29 children attending full-time in the Foundation Stage of learning. The good induction procedures, together with the high quality of relationships, help children to settle quickly and with confidence into the school.
66. Standards on entry to the reception class are average for the local education authority and similar to those at the time of the last inspection. Currently, in all areas of learning attainment meets expectations for children of a similar age, except in speaking and listening and social skills where they exceed expectations. Inspection evidence indicates that if the good quality of teaching and learning continues, the majority (likely to be 70 per cent) of children will achieve all the early learning goals by the time they enter Year 1, and exceed them in speaking and listening and their social skills. The good provision in the Foundation Stage ensures children are well prepared for the next step in their education.
67. The overall quality of teaching is good. Current inspection evidence indicates the following as positive aspects in the teaching of these children:
- the teacher's knowledge and understanding of how young children learn;
  - very good variety of teaching methods appropriate to children's needs;
  - high expectations of children's behaviour and of their work;
  - classroom organisation is good;
  - the pace of the lessons is brisk and no time is wasted;
  - planning is very good and carefully reflects the 'stepping stones' of children's learning;
  - good use of assessment information to plan what the children should be taught next; in lessons observed the learning support staff were assessing children's progress, this is good practise;
  - the learning support staff are well trained and give valuable support to the teaching of these children;
  - children are given many opportunities to choose from a wide range of activities.
68. The quality of provision is good and current inspection evidence indicates the following as positive aspects of the provision:
- the classroom is kept tidy and provides a very stimulating environment;
  - displays and learning activities are very regularly changed to sustain children's interest and enthusiasm for learning;
  - there is a much improved outside play area.

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

69. Children's personal, social and emotional development is good. As a result of the good teaching, children achieve well in this area of learning. The children are co-operative, relationships are very good and the majority want to succeed in their work. They readily share equipment, take turns and help one another. They develop the right attitudes to learning from the start because the teacher makes learning an exciting experience and they come to school joyfully. Children reinforce and extend their independent skills by selecting their own activities for part of the day. Because they know that their contributions will be greatly valued by all the staff, children's confidence in participating in class lessons is growing rapidly. Most children dress and undress themselves for physical education lessons. When they come into school they know where to put their coats and lunch boxes and need very little help to do so. Behaviour is very good because activities capture the interest and imagination of the children and the teacher's management strategies are very good.

## **Communication, language and literacy**

70. As a result of good teaching in this area, children achieve well. The teacher listens to the children's responses and makes them feel valued through her very caring and considerate manner. She continuously encourages the children to participate in conversation. For example, during one session the children were watching a video on farming and one child told the class what a 'bailer' was and what it was used for.
71. Children are continuously encouraged to read and look at books. They know that pictures and words convey meaning in stories. Most children read frequently used words such as 'the', 'and', 'it' and 'on'. Those children who shared a book with the inspector could explain what was happening in the picture in their books. One more-able child could read the simple text. Because items in the classroom are labelled, the children know more difficult words such as 'vet', 'caterpillar' and 'frog'. Children choose both fiction and non-fiction and there is a wealth of both types of books in the classroom. The teaching and learning of 'Snappy Phonics' (letter sounds) are very good and children know a large number of them and they are beginning to help the children to attempt to read new words. They enjoy doing the appropriate actions when saying the sounds.
72. The teacher provides exciting opportunities for children to practise their skills and in their understanding of the use of writing for a purpose. Most children hold a pencil correctly and write recognisable letters. Many children write their own names on their work. Less-able children are still very much at the emergent (making marks) stage of writing. The teacher encourages the children to see themselves as writers and readers. The teacher and learning support staff give much praise to the children's efforts.
73. Communication skills are further developed in the role-play area within the classroom. Children enjoy playing in the 'vet's surgery' or pretending to be the vet or the nurse and discuss what they should do with a particular sick animal.

## **Mathematical development**

74. Children make good progress in mathematical skills and standards meet expectations, with their understanding of number slightly higher. Good teaching accounts for the good progress the children make. Staff plan activities that stimulate interest and provide a thoroughly secure foundation for further development. For instance, during a mathematical session taken in the garden, the children were counting in '2s and 10s' and the teacher made it a fun session by using a 'grumpy', 'sad' and 'happy' voice. In another example the children were using plastic mirrors and deciding whether an object was symmetrical or not. After much interest, trial and error they realised that scissors when

looked at one way, were not symmetrical but that they were when the mirror was placed at a different angle. The majority add single digits together, often mentally, and order the sequence of numbers to 10. They count up to 20 and more-able children much further. Social development is reinforced because the children take turns in mathematical activities and in sharing of equipment. The teacher rarely misses the opportunity to reinforce mathematical learning. For example, during registration she asks how many children are in the class and if two are away, how many are here today and many children can give the answer. The children are developing their understanding of shape and name 'circles', 'squares', 'rectangles' and 'triangles'. A few children have difficulty in making a sequence of pattern when threading beads.

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

75. Good teaching enables the children to make good progress. Children learn to take care of the world around them by taking turns to tidy up areas of the classroom. From their role-play in 'vet's surgery', they understand that animals need food, water and shelter to survive and also that when animals become ill their owners take them to the veterinary surgery, which is similar to them going to see the doctor. They are developing their sense of history and know that what happened yesterday is history. They understand that they were once babies. Children begin to gain an understanding of forces by experimenting with sand and water and as they push the pedals on their large-wheeled toys. During a road safety session the children were gaining a sense of direction when using the large-wheeled toys. There was good development of children's listening skills during this lesson. There was a great sense of awe and wonder shown by the children during a session on symmetry when a beautiful butterfly landed close by on the wall of the 'Blue Room'.

### **Creative development**

76. Good teaching ensures that children soon learn to control tools such as pencils, crayons and paintbrushes. Many children know that if you mix blue with yellow it makes green. The majority of children position facial features correctly. Their skills in cutting and sticking are developing well because of the well-planned opportunities to practise. Because the teacher and learning support staff are good role models, children sing songs and action rhymes well and often move rhythmically in time to their singing. The teacher draws their attention to rhyming words thus further developing their literacy skills. Children understand that different instruments make different sounds. They develop very good work routines. For example, they put on aprons before beginning any painting or playing with water. They rarely need reminding to do so. The children imaginatively explore colour, texture and sound. The majority of children know their primary colours.

### **Physical development**

77. Children develop their physical skills rapidly because of the good quality of teaching. They have the opportunity to use the hall to develop their hopping, skipping and jumping and in the outside play area they use various pieces of equipment to further develop their skills. They are aware of the need to exercise care and use the space well to ensure all children remain safe and no accidents occur.
78. Accommodation and resources for the Foundation Stage are good. The co-ordinator for the Foundation Stage leads the team well.

## ENGLISH

79. By the end of Year 2, standards in speaking and listening and reading are average. In writing, standards are below average. In speaking and listening and reading, pupils make satisfactory progress; more-able pupils make good progress. Pupils with special educational needs make good progress because the provision is very good; this is an improvement since the last inspection. The standards observed during the inspection are higher than those achieved by pupils in national tests in 2002. However, the number of pupils reaching the higher level, Level 3<sup>4</sup>, remains low. Overall, standards have been maintained since the previous inspection.
80. By the end of Year 6, standards in speaking, listening, reading and writing meet the national average; this is an improvement since the previous report when all aspects were judged to be below. The standards observed during the inspection are similar to those achieved by 11-year-olds in national tests in 2002. When compared with the national benchmarks for all schools, the number of pupils reaching Level 4 was above average. At the higher level, Level 5, the number of pupils achieving this level was average. Pupils make good progress in all aspects of English. Pupils with special educational needs make good progress in relation to their prior attainment in all aspects of English.
81. Inspection evidence indicates that there are a number of factors that contribute to the current trend in rising standards:
- the good or better quality of teaching and learning;
  - the creation of a newly refurbished library to support pupils' learning;
  - the successful introduction of the Early Literacy Strategy (ELS) and the successful implementation of the Additional Literacy Strategy (ALS);
  - the increasing use of literacy skills in other subjects;
  - the quality and use of on-going assessment to inform future planning;
  - teachers' high expectations of pupils' work;
  - the focus of everyone in the school on raising standards in English.
82. By the end of Year 2, standards in speaking and listening meet the national average. Pupils pay close attention to what the teacher is saying and reply to questions with thoughtful comments. In both classes, the teachers use the correct technical words and expect the pupils to use them. When writing stories, for example, such words as 'characters' and 'setting' are used correctly. Pupils discuss their work in groups or pairs and listen carefully to each other's ideas and opinions. Lesson planning effectively builds on skills that the pupils need to tackle independent tasks such as writing a story. Pupils discuss words and phrases to build into their stories. For example, 'the wood is black', 'it's frightening' and 'the wolf is scary'.
83. By the age of 11, standards in speaking and listening meet the national average. Most teachers plan opportunities for speaking and listening either in whole-class situations, in pairs or group work. For example, in the Year 5 class, the teacher, together with a learning support assistant, set a task for each group to have a different poem and pupils had to discuss how they would rehearse and modify it into a performance poem. They settled to the activity quickly, quietly and made decisions as to what actions would go along with the words of the poem. Each group performed their poem in front of the class. The performances from all groups were very good. In a Year 6 lesson the teacher used the poem 'Why the whales came' written by Michael Morpurgo and checked frequently that

---

<sup>4</sup> The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age. At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

the pupils knew and understood the meaning of such words as 'southwester' and 'monotone'. The mature way in which pupils from both these classes worked contributed to their understanding of citizenship. The majority of pupils in Years 3 to 6 are confident when speaking in front of the class and do it well.

84. By the end of Year 2, standards in reading meet the national standard and pupils make satisfactory progress. They read storybooks aloud and with understanding. They enjoy talking about the characters in the story and usually describe them well. Many of the pupils predict what might happen next in the story. Less-able pupils find this a difficult task. Pupils are confident in using their knowledge of letter sounds and picture cues to help them read new and unfamiliar words. More-able pupils are sufficiently confident in reading the whole sentence to read a new word by using the context of the sentence to help them. Most pupils know and understand such terms as 'author', 'illustrator' and 'blurb'. Most pupils understand the difference between fiction and non-fiction books. They know how to use simple indexes and the contents page to find facts in information books. They have regular lessons in the library to help them understand how to find specific information books. Each pupil has a reading diary in which books they have read are recorded together with useful comments on how well they read. Parents also have the opportunity to record comments in these diaries. However, of the diaries seen, few parents had made comments and did not record when they had heard their child read.
85. By the age of 11, standards in reading meet the national average and pupils make satisfactory progress. Most pupils are keen to read and are fluent when reading aloud. The majority of pupils choose their own reading books and just a few read from a published reading scheme. Most pupils explain what a 'glossary' is and know how to use it. Pupils have lessons in the library to develop their library skills and, therefore, know and understand how to find and use information books to aid their research. The library has a fully computerised system for borrowing and returning books and the older pupils take turns to be the librarians thus further developing their social and personal skills.
86. By the end of Year 2, standards in writing are below the national average. The school is fully aware that writing is not as good as they would like it to be and have put in place strategies and systems to improve the standards of writing. However, these strategies and systems have only been in place for less than a year and have not made a significant impact on standards. During lessons observed, the pupils are constantly reminded about the need for quality in their writing and correct spelling in their work; however, this is not reflected throughout their workbooks. Too often simple words are not spelt correctly and are not corrected by the teachers. Writing and presentation requires further improvement to raise standards.
87. By the age of 11, pupils' standards in writing meet the national average and they make satisfactory progress. The writing is varied and interesting and pupils have the opportunity to write for different audiences, for example, stories, play scripts, letters, book reviews, reports, persuasive writing and instructions. Pupils also edit and redraft their work. Most pupils use punctuation, such as commas, exclamation and speech marks and apostrophes correctly and use them well in other subjects. However, handwriting, spelling and presentation of work require further improvement. Too often pupils do not use a joined up style of handwriting and mistakes are crossed out in a very untidy way. There are weaknesses in pupils' spelling; too often high frequency words are incorrectly spelt. Although all pupils' work is marked, some teachers are more helpful in their written comments and indicate very clearly how pupils can improve their work. The use of computers to enhance literacy is effective. There are good links with other subjects throughout the school. Information and communication technology is being used well to support learning in English and teachers make good use of opportunities to develop literacy skills in other subjects, for example in history, geography and science.

88. The overall quality of teaching and learning is good in Years 1 and 2. It ranges from satisfactory to good. In the best lesson, there was a brisk pace to the lesson and a good demonstration of story setting. The teacher was very enthusiastic and by asking questions in a brisk manner kept the pupils' attention as they began to discuss possible characters they might introduce into their story. The learning objectives were shared with the pupils and the management of the pupils was very good. Pupils' learning was good because the teacher motivated them and held their interest. Pupils were acquiring new skills and knowledge. In other lessons, teaching could be improved with higher expectations of what pupils can achieve and pupils not sitting on the carpet for long periods of the lesson.
89. The quality of teaching and learning in Year 3, 4, 5 and 6 is good. The teaching ranges from satisfactory to excellent. Planning is always good or better and meets the needs of all pupils. The learning objectives are shared with the pupils so they are fully aware of what they are supposed to have achieved by the end of the lesson. There were good question and answering sessions, which developed pupils' listening and speaking skills. Pupils are managed very well, including pupils with special educational needs, and behaviour is very good. In the two excellent lessons observed, the teachers were very enthusiastic and the pupils reacted very well and tried very hard with their work. The pace of these lessons was extremely brisk and the teachers had high expectations of behaviour and their work. For the inspectors involved, it was a joy to watch these excellent teachers in action and the responses they received from the pupils.
90. Pupils' attitudes and behaviour in Years 1 and 2 are good and in Years 3, 4, 5 and 6 they are very good. Pupils react positively to their work during literacy lessons and in sessions in the library. Most sustain interest and concentration when there is a brisk pace to the lesson and rise to the challenge when activities are interesting and challenging. Most pupils want to succeed. Relationships between staff and pupils are very good. This underpins the very successful management of pupils' behaviour. Pupils work together to complete tasks and these sessions support and extend their social development. No lessons in drama were observed during the inspection. However, when pupils were given the opportunity for 'hot seating' (taking on and speaking in a specific role) they were very confident and motivated and spoke clearly in front of the class.
91. The subject is led effectively by the co-ordinator. She is aware of the strengths and most of the weaknesses in the subject and is working hard to address the weaknesses. Assessment procedures are good and all pupils have general targets that are shared with the pupils and parents. The results of assessment of national tests, optional tests and other tests used by the school are used well to inform future planning. Work samples are moderated to ensure teachers are aware of what is required to meet a particular level in the National Curriculum. The headteacher, deputy headteacher and the literacy adviser monitor the teaching and learning in the subject.
92. Resources are good and the newly refurbished library is having a good impact on pupils' library skills and in their research for information for their work. The school is well equipped with reading books and there are sufficient books to meet the needs of the pupils doing personal research. Homework is given on a regular basis and most pupils complete the tasks given.

## MATHEMATICS

93. Pupils' standards in mathematics are average by the ages of 7 and 11. They have improved since the previous inspection in Years 3 to 6 and are now improving in Years 1 and 2, after a dip in 2001 and 2002. The standards observed on inspection are higher than those achieved by pupils at the age of 7 and are a little below those achieved at the age of 11 in national tests in 2002. They are in line with national standards.
94. Pupils make good progress across the school, especially in work on number, shape, space and measures, in mental calculation and in their ability to discuss their work and explain their reasoning. They make satisfactory progress in handling data. Pupils with special educational needs make good progress and are always well involved in the work of their class, with the support of learning assistants.
95. By the end of Year 2, pupils add and subtract numbers to 10 confidently and many do this to 20, using mental and written methods of calculation. They use different scales to record measures correctly, such as litres and millilitres. They recognise and name correctly two-dimensional shapes, recognise hours, half and quarter hours on a clock face and understand what fractions such as a half, a quarter and a third represent. Pupils collect and sort data and represent it in a pictogram or bar graph.
96. Higher-attaining pupils use more independence in selecting appropriate methods to solve number problems. They measure successfully in grammes and kilograms, centimetres and metres and recognise some three-dimensional shapes. They are beginning to understand how to count the number of faces on a three-dimensional shape. Lower-attaining pupils recognise odd and even numbers, subtract a one-digit number from a two-digit one, use 1p, 5p and 10p coins to make combinations to 35p and recognise hours and half hours.
97. By the end of Year 6, pupils use a variety of methods confidently to multiply and divide numbers by a one-digit number, using written methods. They order numbers to three decimal places correctly and understand the equivalence of some fractions in decimals and percentages. They are learning to calculate angles accurately using a protractor and also how to calculate the perimeter of an area. Pupils are beginning to visualise three-dimensional shapes from two-dimensional ones and recognise horizontal, perpendicular and parallel lines. Pupils are developing satisfactory skills in handling data. They collect and record data in line graphs, bar charts and in frequency tables. Their ability to apply their knowledge of mathematics is evident in the confidence with which they make rapid mental calculations.
98. Higher-attaining pupils are given additional support three times a week in a Booster class. As a result, they work at a higher level. For instance, in one lesson they calculated angles around a point using the correct terms for angles. They explained their calculations clearly and corrected their errors successfully. Lower-attaining pupils make good progress because teachers involve them fully in the work of the class and they are very well supported by learning assistants. Some pupils get extra help through additional booster programmes taught to pupils in small groups.
99. The quality of teaching in mathematics is good across the school. As a result, pupils learn well and make good progress across a wide range of mathematical skills. Teachers use their good subject knowledge well in planning stimulating lessons that pupils enjoy and feel challenged by. Teachers follow the objectives of the National Numeracy Strategy well so that pupils build on their knowledge and skills year by year. In particular, pupils enjoy the challenge of mental starter activities. In a Year 2 lesson the teacher turned the mental calculation of adding and subtracting numbers to 20 into a game. The class did their best to beat the class champion in answering faster than he did and this kept all pupils alert and

working hard. The subsequent work of the lesson built well on this and enabled all pupils to achieve well at their own level.

100. The support given to pupils with special educational needs across the school is very effective in helping pupils to achieve in mathematics at an appropriate level. In a Year 4 lesson a very experienced learning assistant worked closely with the class teacher in helping two pupils with special educational needs to be fully involved in the whole-class work. When pupils worked as individuals, the assistant gave very good support to one pupil, closely matched to his identified needs. He responded very well and made good progress. The other pupil worked well within a group. In the same lesson, a pupil for whom English is an additional language was a keen contributor to discussion and achieved well.
101. The school is beginning to integrate the use of information and communication technology into work in mathematics. Teachers make good use of the computer suite to demonstrate visually mathematical ideas. When the planned inter-active whiteboard is in place pupils will be able to increase their application of computer skills in mathematics.
102. The emphasis given in mathematics lessons to developing pupils' ability to discuss and explain their work, and the insistence on pupils using correct terminology, is making a good contribution to their literacy skills.
103. Pupils use their mathematical skills successfully in other subjects. For instance, in science pupils in Years 1 and 2 observe and record the weather. In Years 3 to 6 they record data in graphs, measure accurately and estimate results. In geography, pupils in Year 6 plotted the level of a river bed on a line graph as part of a project on rivers. In design and technology, pupils in Year 5 have created recipes for biscuits, using correct measures for ingredients and oven temperature. In history, pupils' developing understanding of chronology draws on number skills. Overall, pupils make satisfactory use of numeracy skills.
104. The care with which the school assesses pupils' standards and tracks their progress in mathematics is having a very good effect in helping the school to target work to meet individual and group needs. Pupils have group targets in their exercise books and know what they mean. The best marking by teachers challenges pupils to think again if they have made errors, or to think further so as to extend their understanding. Pupils often reply and show that they have understood their errors. Some pupils use the school's 'traffic light' system well to show how they have made progress. This is good practice in helping pupils to evaluate their own progress.
105. The leadership of the co-ordinator for mathematics is having a significant effect in ensuring consistent teaching across the school. He has observed and guided all teachers and has modelled good practice. The effectiveness of his management of the subject is evident in the consistent planning of teachers and their shared methods and strategies, and in subsequent improvements in pupils' standards. Resources are well managed and classroom needs rightly prioritised. He has plans for further development in the subject. Pupils enjoy their work in mathematics and find its challenges stimulating.

## SCIENCE

106. Pupils' standards in science are average by the ages of 7 and 11. This marks an improvement on the findings of the previous inspection where standards were judged to be below average at 11 years. This level of improvement is confirmed by the 2002 national tests where an average number of 11-year-olds attained Level 4 and nearly half of these pupils reached the higher Level 5 standard. Pupils' standards are not as high this year because of the large number of Year 6 pupils with special educational needs. Teacher assessment in the national assessments in 2002 for 7-year-olds indicated that the number of pupils attaining Level 2 or above was below average. The number of pupils achieving the higher Level 3 was also below the national average. The year groups are quite small and fluctuate in size from year to year; therefore, these results do need to be treated with some caution.
107. Progress is satisfactory overall but best for pupils in Years 3, 4 and 5. Much has been done recently to improve the quality of planned learning experiences and the newly purchased commercial scheme of work is now ensuring that all pupils progress at a more consistent rate across the school. This picture was not the case several years ago. Even though previous results in the national tests for pupils in Year 6 were above average, factors related to the recruitment and retention of the teaching staff have resulted in gaps appearing in pupils' knowledge and understanding. This is particularly so for the pupils currently in Year 6.
108. By the end of Year 6, however, the majority of pupils undertake simple experiments to investigate physical phenomena such as friction and gravity. Their knowledge and understanding of light is good, as exemplified by recorded work of good quality on sight and the human eye. These pupils have developed a good understanding of simple electrical circuits that include switches, conductors and insulators. Higher-attaining pupils talk about reversible and irreversible changes, such the freezing and thawing of water, relating these to the concepts of condensation and evaporation in the water cycle.
109. Skills in investigation for the oldest junior pupils are, however, underdeveloped overall and some of them find it difficult to organise their experiments effectively. This is because until this academic year they have had very little opportunity to carry out simple investigations in lessons and gaps in their knowledge exist. The planned programme of lessons for these pupils now includes provision for investigation but, in the one lesson observed during the inspection, the lesson was unsatisfactory. This is because time and resources were not planned for effectively by the teacher to ensure that all pupils had sufficient opportunity to undertake an investigation about the effect of water on the size of bubbles consistent with their level of ability. The absence of any extra adult support within the classroom meant that only half of the pupils were able to undertake a meaningful investigation while the other half completed a simplistic activity that most pupils found very easy. Insufficient time for the lesson overall meant that the session at the end planned to review pupils' learning was too brief and those pupils not involved in the investigation made very little contribution to this activity.
110. By the end of Year 2, most pupils identify a range of common materials and categorise them according to specific criteria. For example, they separate these into those that are natural or man made. They are developing a good understanding of basic electricity by identifying electrical household items and constructing simple circuits using wire, batteries and bulbs. The good provision for investigative work is ensuring that higher-attaining pupils are being fully challenged in lessons. This was clearly exemplified in a good lesson for Year 2 pupils. In this lesson, the teacher used visual aids very well to provide the necessary stimulus for pupils to investigate the parts of a flower. As a result of this good input, all pupils worked enthusiastically with a partner to look at a range of seeds with a magnifying glass displaying good attitudes to learning. This enthusiasm was carried

through into the second part of the lesson as they looked closely with a degree of awe and wonder at individual flowers to identify the various parts. These good opportunities for investigation and co-operative work reflect a strong focus by the school to develop opportunities for the promotion of spiritual, moral, social and cultural development through practical activity.

111. Analysis of pupils' books in Years 4 and 5 confirms that progress in practical activity is best in these year groups and that a good range of work is planned over the school year. This includes investigations, such as making a bicarbonate of soda 'volcano' as part of the pupils' work on irreversible change. These pupils are clearly developing a love of scientific enquiry and this is confirmed by the quality of presentation in their books and the above average standards being achieved.
112. The quality of teaching is satisfactory overall, with a number of strengths that contribute to the progress that pupils make. The quality of teachers' planning is good overall and this ensures that learning objectives are clearly understood by pupils. Subject expertise is secure across the school and this enables teachers to ask questions that challengingly probe pupils' understanding. Teachers often encourage pupils to explain their findings and this was very clearly demonstrated in a Year 2 lesson to look at plants.
113. The curriculum is planned appropriately to cover all aspects of the National Curriculum programmes of study. Practical investigations are now providing good opportunities for the development of the pupils' sense of wonder about the world around them. The scheduled improvement of the pond area in the school grounds is planned to provide even greater opportunities for these activities in the future, although teachers make good use now of the local countryside for walks and river studies. Teachers plan good opportunities for pupils to develop numeracy skills in the recording and presentation of data gathered during their investigations while literacy skills are utilised effectively in pupils' written work.
114. The newly appointed co-ordinator provides support for other members of staff and has a clear view of what needs to be developed further. Good systems have now been put in place to assess the achievements of pupils across the school. The quality and range of resources are good and they are stored effectively in a central area.

## **ART AND DESIGN**

115. Standards in art and design are in line with expectations in Years 1 and 2 and in Years 3 to 5. By Year 6 standards are average. This is an improvement since the previous inspection when standards at the age of 11 were unsatisfactory. All pupils, including those with special educational needs, make good progress because of consistently good teaching in some aspects of the subject.
116. Pupils in Year 1 and Year 2 make good progress in learning about colours and how to mix them to produce varying shades of colour. They record these neatly on colour charts that they refer to when applying their knowledge. For instance, pupils in Year 1 investigated natural colours by searching for and selecting up to a dozen leaves and petals from the school grounds. Some pupils named all colours, distinguishing well between the blue of a bluebell and the mauve of a lilac floret. They used this observation when mixing colours in paint to achieve satisfactory results. By Year 2, pupils have developed satisfactory skills in drawing using pencil, pen, crayon, charcoal and in painting. They are beginning to experiment with three-dimensional work in collage.
117. Pupils in Years 3 and 4 make satisfactory progress in observational drawing. For instance, in Year 3 they are developing drawing skills in the use of line and shading and in Year 4 in drawings of faces. They make less progress in improving skills in painting, for instance in painting self-portraits based on drawings in sketch-books. The extension of

this work to portraits in clay heads, often with lively expressions, shows that pupils enjoy expressing feelings through a variety of media but that they need more guidance on how to improve basic skills.

118. Standards by Year 6 are average overall with good progress being made. In Years 5 and 6 classes, taught by the co-ordinator for art, all pupils make very good progress. They use a variety of media including textiles, natural materials, paint, crayons, pens and pencils, charcoal and clay to express ideas and feelings with growing success.
119. In Years 3 to 6, teachers draw skilfully on the work of famous artists, such as Rousseau, to stimulate pupils' observational skills and awareness of technique. Pupils are less skilled in painting than in pencil drawings and sometimes do not recall sufficiently well key skills, such as mixing colours to create colour tones, that they have learned earlier in the school.
120. The quality of teaching in art is good across the school in those aspects which feature most strongly in the scheme of work. This underpins the good progress and achievement of pupils. In Years 5 and 6, the teaching is very good and this results in work of an increasingly higher standard. In a very effective lesson in Year 6, pupils used photographs of tree bark as a stimulus for making collages from natural and man-made materials. Pupils, including those with special educational needs, worked with enthusiasm and concentration. They picked out details of line, pattern and colour and reproduced these very imaginatively. Their finished collages were vivid and true to the images they worked from. In this lesson pupils worked very well through the stages of designing, creating and evaluating their work.
121. All teachers have good subject knowledge and plan their work carefully in line with the school's scheme of work. This helps pupils to make steady progress in exploring ideas by using a good range of materials and processes. Basic skills of drawing and observation are well taught. Pupils sometimes modify their work to improve it but this is less well developed as pupils are not sufficiently clear about how to do so. In Years 5 and 6, pupils are learning to talk about their work and compare it thoughtfully with that of others, but this is under-developed in earlier years. At present, there is no assessment of pupils' work in terms of National Curriculum criteria except in summaries of progress in annual reports to parents. There is too little guidance to pupils on a regular basis on the standards they are aiming at and how to improve their work.
122. The leadership of the co-ordinator in developing the subject is very good. She has produced the scheme of work and helps teachers on a regular basis to evaluate its outcomes and to modify it where necessary. She has led staff training on aspects of teaching art and monitored two classes so far to look at pupils' work. This has helped teachers to improve the consistency of their teaching and to increase confidence. The co-ordinator has used funding well to ensure that teachers have access to a good range of resources and her management of the subject is good. The co-ordinator has plans to set up an art club for pupils. In the summer term 2002 she led a group of pupils and parents in designing and painting space-age murals for the new computer suite. With the expertise of the caretaker, this room has now been transformed into an imaginative and stimulating space for learning.

## DESIGN AND TECHNOLOGY

123. Standards in design and technology are in line with expectations by the ages of 7 and 11. This is an improvement since the previous inspection when standards were below expectations. Only two lessons in the subject were seen during the inspection, one in Year 2 and one in Year 5. Judgements are based on these lessons and on analysis of pupils' work available in the school.
124. By the end of Year 2, pupils make satisfactory progress in learning about food and basic elements of food hygiene. They are beginning to learn about the differences between fresh and processed food. They assemble materials to make simple products, such as a paper bear with moving head, arms and legs, fastened on by paper fasteners. They make their product more attractive by colouring it, showing an early awareness that designs can be modified. There is little evidence of pupils developing or planning ideas as preparation for design, or of their use of a range of tools.
125. By the end of Year 6, pupils have developed sound understanding of hygiene and safety in the preparation of food. They have designed and made food products, such as biscuits, for an intended purpose. They are developing a good understanding of some technical processes, such as the use of cams to control moving parts in moving toys. In a Year 5 lesson, all pupils successfully made their own working models of cams using dowels and cardboard boxes. However, there is little evidence of the development of design skills. Although pupils undertake simple designs, for instance of photograph frames in Year 3, these focus more on the aesthetic appearance of the design than on how successfully they can be made using tools. For example, an attractive design for a marble frame gave no indication of the tools or processes that would be needed to make it. The lack of technological evaluation of finished products results in weak understanding by pupils of the overall design and making process.
126. The quality of teaching is satisfactory overall. It is better in developing understanding of some aspects. Teachers follow the national scheme of work conscientiously to teach some of the processes required. However, the lack of sufficient teaching time throughout the year means that pupils do not have enough time to develop skills in using tools and in evaluating how successful their products are. There is no ongoing assessment of pupils' standards and progress. The teaching of design and technology draws on pupils' numeracy skills in aspects of measuring and on literacy skills in talking about and recording their work. The use of information and communication technology is at an early stage.
127. The school meets the expectations of curricular time for the subject by setting aside a week in the summer term when specific projects are pursued. While these may provide valuable experiences for pupils, they are not sufficient to ensure the expected progress in all aspects of the subject.
128. The school is aware of the need to improve provision in the subject. It has given priority to this in the school improvement plan for the next school year. The school intends to invest in more tools and in facilities for information and communication technology, such as control mechanisms, and to train teachers to use them.

## **GEOGRAPHY and HISTORY**

129. Only one lesson was observed in geography and history during the inspection. Judgements on pupils' progress, therefore, are made on an analysis of pupils' past and present work, displays, review of teachers' planning documents and discussions with staff and pupils. Attainment in geography and history, by the end of Year 2, is judged to be meeting national expectations and is similar to the findings of the previous report. In both subjects, by the end of Year 6, attainment is judged to be meeting national expectations and is an improvement on the findings recorded in the previous inspection where both subjects were judged to be below. It is not possible to make a secure judgement on the quality of teaching in either of the subjects. Progress by the end of Years 2 and 6 is satisfactory in both subjects. Pupils with special educational needs make similar progress.
130. By the end of Year 2 in geography, pupils have studied the types of rooms in their homes and drawn maps to show their positions. They have studied the human and physical features of their locality. Most pupils name the four home countries of the United Kingdom and are developing a geographical vocabulary to answer questions about different places. This knowledge is extended by the time pupils reach the age of 11 and they have satisfactory knowledge of their own and other locations, for example Egypt and India. They have also studied the climate around the world, for example in Egypt and the Caribbean. Older pupils' geographical and personal and social development is enriched and extended by residential and day visits. There are good links between geography and literacy. However, pupils' use of information and communication technology in the subject is underdeveloped.
131. In history, pupils by the end of Year 2 have developed a satisfactory understanding of life in the past. In Years 1 and 2, pupils have studied old toys and ordered teddy bears by how old they thought they were. They have studied the Great Fire of London and understand that the fire spread rapidly because the houses were built close together and made of wood. There was work to show pupils had studied the Crimean War and the work of Florence Nightingale. In Years 3 and 4, pupils have made satisfactory progress in their historical knowledge and understanding by studying the life of the Romans and the Tudors. They know that the Romans in Britain built roads that were mostly very straight and long and most of them are still in use today. By the end of Year 6, pupils have studied life in the Victorian period and Britain since 1930. They know about the rich and poor people who lived during the reign of Queen Victoria and how hard children had to work in those days. Although there are links with literacy, the use of computers to support this subject is underdeveloped.
132. In the lesson observed in geography, attitudes to learning were good. Pupils worked appropriately on their individual tasks and drew or coloured their work with care. The focus of the lesson was on the seaside and good use was made of photographs to enable pupils to make comparisons between seaside resorts abroad and in England. Behaviour was good and this aids the development of their social and moral skills. The quality of teaching was satisfactory.
133. The quality of teaching in the one history lesson observed was satisfactory. The pupils were studying Ancient Egypt. The teacher shared the learning objectives with the pupils and explained very clearly that although the artefacts/photographs were connected to Ancient Egypt, he wanted the pupils to use their literacy skills to make a detailed description of the item and then draw it. The management of pupils was good. However, after the whole class discussion there was insufficient time for the pupils to complete the tasks in any depth.
134. Resources are satisfactory in both subjects. There is a two-year programme of planned learning opportunities to cover the infants, lower and upper juniors. The co-ordinator, who

is responsible for both subjects, evaluates the weekly planning and monitors assessment sheets at the end of every unit of work. However, there was no evidence that assessment is used to inform future planning in either subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

135. Standards in information and communication technology have improved considerably since the time of the previous inspection and are now in line with national expectations for 7 and 11 year olds. This is due primarily to an improved level of resources, the installation of a highly stimulating computer room, increased levels of subject expertise amongst the staff and very good subject leadership. The newly completed computer room is testament to the high levels of dedication and teamwork now exhibited by all staff within the school. It is a vibrant and very colourful learning environment and a result of excellent work by several members of staff in its original design and construction. Pupils enter the room with anticipation and excitement, ready to learn new skills. All pupils, including those with special educational needs and the small number of pupils who speak English as an additional language, are making good progress as a result of these improvements.
136. By the age of 11, the vast majority of pupils exhibit a level of skill in information and communication technology that is in line with national expectations; representing good improvement on the previous inspection. They log onto the network, navigate their way around the computer 'desktop' and locate the necessary program for the lesson. Keyboard skills are developing well and evidence on the progress display board confirms that many can insert and merge graphics with text that has been composed using standard word processor packages. Some pupils have been involved in the construction of webpages for the school site with impressive results. The pupils are successfully developing their skill in being able to control devices using commands and procedures. This was clearly demonstrated in a good lesson for Year 6 pupils specifically planned to familiarise the pupils with a control program for the activation of a model clown. Most pupils were able to write a short procedure to make either the clown's nose or eyes light up on command. However, limitations in the software and the availability of one controllable clown restricted the overall speed of progress for these pupils.
137. By the age of 7, pupils use a simple word processor to write sentences about a picture of a famous person, such as Florence Nightingale. Pupils in Year 3 are making rapid progress in these skills because the class teacher incorporates the use of the computers in other subject lessons, for example as seen in an excellent literacy lesson to develop these pupils' ability to write more complex sentences using connecting words. The teacher used the multi-media projector in a very effective manner to demonstrate how pupils could drag and drop connecting words within the electronic worksheet into sub clauses to make more complex sentences. This highly imaginative way of using information and communication technology to support learning in other subjects provided a very effective medium for the development of literacy skills.
138. Pupils' attitudes to learning are particularly good and all pupils value working in the computer suite. Behaviour is very good, even when some pupils become a little frustrated and have to wait for help from an adult. Many pupils display a good sense of initiative in being able to log onto the network and save their work into their 'folder' for future reference. All pupils display good co-operative skills when working with a partner at the workstations and gape with awe and wonder at some of the effects witnessed through the multi-media presentations.
139. Teaching is consistently good or better. Teachers plan interesting and relevant lessons for the pupils and learning intentions are effectively shared with them at the start of each lesson. Levels of subject expertise are good and teachers use the equipment and programs with confidence. For instance, the multi-media projector is used as a teaching

aid with aplomb to illustrate new learning to the pupils and demonstrate the use of toolbars in each program being used. A strong feature is the developing use of information and communication technology in other subjects, such as literacy, science and music.

140. The curriculum is well planned and the progression of skill development is now clearly mapped out across the school. There are no specific procedures for the assessment of pupils' individual information and communication technology skills but this has been identified by the school as an area for development for the next academic year.
141. The subject co-ordinator provides very clear leadership for staff and manages the resources very effectively for the benefit of all pupils. A very informative school website has been designed and built by a parent who also provides lessons in the computer suite for parents who wish to develop their word processing skills. The quality of provision and the level of resources overall is good.

## **MUSIC**

142. Three lessons of music were seen during the inspection, one in Year 2, one in Year 3 and one in Year 5. Judgements are based on these lessons and on evidence of pupils' progress in music on display, and of singing and recorder playing in assemblies.
143. Standards in music are in line with expectations in some aspects of music by the ages of 7 and 11 years. This is an improvement since the previous inspection when standards by 11 were below expectations. Pupils, including those with special educational needs, make satisfactory progress in singing and in recognising ways in which sounds can be used expressively. They make insufficient progress in performing and composing. This is because the time allowed for music lessons is too short for pupils to develop these skills.
144. By the end of Year 2, pupils have experimented with making sounds with percussion instruments, are beginning to represent simple musical patterns using symbols, and to recognise pulse and rhythm in a piece of music heard. In a Year 2 lesson, pupils discussed ways of describing weather in words and suggested imaginative phrases, such as 'spitting rain', 'falling snow' and 'howling wind'. They then created appropriate sounds to match. This activity made a good contribution to linking music and literacy but was limited in its musical outcomes. Pupils paid good attention to rhythm in repeated sounds, as for rain, but the lesson was too short to allow them to develop this into performance. Pupils listened attentively to a short extract from Holst's suite, 'The Planets'.
145. By the end of Year 6, pupils control sound satisfactorily when singing in unison. They use untuned instruments and other materials to create patterns and textures of sound in response to musical, tactile and visual stimuli. In a Year 3 lesson, pupils listened carefully to extracts from 'Peter and the Wolf' and described in simple terms the melody and rhythm associated with a bird, a duck and a cat. In a Year 5 lesson, pupils responded to the feel of different materials, assembled them into a series of four and created a simple pattern of vocal sounds for each strip. They responded well to the teacher's guidance on dynamics and to the idea of representing tactile texture in sound. The lesson was too short to allow pupils to develop their ideas into fuller understanding and composing.
146. The quality of teaching in all three lessons was good. Teachers follow the school's scheme of work and try to ensure as much coverage as possible in the little time available. As a result, pupils listen well, enjoy experimenting with sound and make some progress in aspects of performance, such as singing. Pupils who attend recorder clubs also make satisfactory progress. There is no assessment of pupils' progress in music against National Curriculum criteria for the subject. Management of the subject is satisfactory.

## **PHYSICAL EDUCATION**

147. It was only possible to observe two complete lessons during the inspection. Standards meet expectations for 11 and 7 year olds. All pupils, including those with special educational needs, are making satisfactory progress in this area of learning and nearly all pupils are able to swim 25 metres by the time they leave the school at the end of Year 6. This represents good improvement on the findings of the previous inspection. Judgements are based on the specific observation of a games lesson for junior pupils and one for infants. These judgements are also supported by several short observations of junior dance, gymnastics lessons and digital photographs of gymnastics lessons taken prior to the inspection.
148. Pupils in both the infants and juniors are making satisfactory progress overall in the development of their physical skills. This is especially so in games where good lesson planning is ensuring that skills are taught in a systematic way; for example, in a Year 5 lesson very good teaching of techniques improved the accuracy and distance of these pupils' over-arm throwing. In this lesson, the teacher ensured that all pupils stretched and loosened up their muscles in readiness for strenuous activity. Very good exemplification of the required over-arm techniques was provided and good levels of support ensured that all pupils made improvements to their style and technique of throwing. This level of skill development was also satisfactorily provided for Year 2 pupils in their games lesson to develop batting and ball skills. The teacher provided good opportunities for practical activity and the level of pupil interest was high and their behaviour good.
149. Behaviour during lessons is always good and sometimes very good and this is especially so when the teaching is of high quality and activities contain an element of competition. All pupils work hard in lessons to develop their skills. For example, pupils in Year 4 were seen to endeavour and persevere in order to improve their body posture and facial expressions in a creative dance routine to mimic the awakening of a puppet. Pupils are attentive and listen to what the teacher has to say during lessons and they work well with a partner displaying good levels of co-operation as seen in part of a gymnastics lesson for Year 6 pupils. In this lesson, high levels of co-operation were required by pupils in order to perform a synchronised balance.
150. The subject co-ordinator is providing good leadership overall. She has worked hard to develop a good framework for teaching all the elements of the subject for both infant and junior pupils. There is now a good range of activities outside of lessons, including judo, tennis, tag-rugby and playground hockey. A residential camp for all pupils in Year 6 provides good opportunities for adventurous activity. The school also makes use of outside coaches to teach these extra activities to the pupils. The range and quality of the resources are satisfactory and the newly installed outside store is providing an effective means of managing the outdoor equipment for both lessons and lunchtime activities.

## **RELIGIOUS EDUCATION**

151. Standards are in line with the expectations of the locally agreed syllabus at 7 and 11 years. Much work has recently been done to improve the quality of teachers' planning and levels of expertise. This has ensured that the subject is now taught regularly and all the nominated faiths to be studied are covered in sufficient depth. All pupils, including those with special educational needs and those who speak English as an additional language, are making satisfactory progress in this area of learning. This represents an improvement on the findings of the previous inspection when much of the subject was taught through assemblies.
152. By the age of 11, pupils are familiar with several stories from the Bible and they retell them carefully in their books. Pupils demonstrate that their knowledge of Christian places of worship, such as a church or chapel, is good but their knowledge of those of other faiths is

not as secure, although satisfactory overall. Good displays in the school demonstrate the level of progress pupils are making as they move through the school. These displays are used effectively to raise the pupils' awareness of other faiths, such as Hinduism. Teachers make good use of the pupils' own experiences and opportunities for personal and social development to support the teaching programme. For instance, in a very good lesson for pupils in Year 1, the teacher reviewed the need for rules to ensure good levels of positive behaviour in the classroom. Strong links were then made with rules in society to ensure that people can live in harmony with each other. This approach was also used effectively in a lesson for Year 6 pupils. In this good lesson, the teacher used the story of Siddhartha to provide good opportunities for all pupils to reflect on issues of right and wrong in the world today.

153. Teaching is regularly established in the weekly timetables and this is supported well by teachers' planning. Currently, the amount of time allocated to the subject is consistent with both local and national guidance but the 25 minute sessions in the morning do not provide sufficient time for pupils to consolidate their learning or record their thoughts in writing. There are currently no arrangements for recording the pupils' achievements against levels of attainment identified in the locally agreed syllabus.
154. The newly appointed co-ordinator is providing satisfactory leadership and management of the subject. She has a clear vision for the future development of the subject and has begun to monitor the quality of learning experiences by reviewing teachers' planning and the work of pupils. The quality of planned learning experiences is satisfactory and there is appropriate guidance to inform teachers' planning based on the locally agreed syllabus. The school has developed good links with the local churches but links with other faiths are underdeveloped.