

# INSPECTION REPORT

## **PAULTON JUNIOR SCHOOL**

Paulton

LEA area: Somerset

Unique reference number: 109089

Headteacher: Mr Martin Higgs

Reporting inspector: Dennis Maxwell  
8798

Dates of inspection: 10<sup>th</sup> - 11<sup>th</sup> February 2003

Inspection number: 246868

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                                     |
|------------------------------|-------------------------------------|
| Type of school:              | Junior                              |
| School category:             | Community                           |
| Age range of pupils:         | 7 to 11                             |
| Gender of pupils:            | Boys and girls                      |
| School address:              | Plumtre Close<br>Paulton<br>Bristol |
| Postcode:                    | BS39 7QY                            |
| Telephone number:            | 01761 418137                        |
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| Appropriate authority:       | The Governing Body                  |
| Name of chair of governors:  | Mr Jim Crouch                       |
| Date of previous inspection: | 13 <sup>th</sup> October 1997       |

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

### **INFORMATION ABOUT THE SCHOOL**

Paulton Junior is a community school for pupils aged 7 to 11 years. It is situated in the village of Paulton, near Bath, Somerset. Pupils come from a mixture of social and private housing and the socio-economic circumstances of the community serving the school are broadly average. There are 191 pupils on roll, with about equal numbers of boys and girls although Year 5 has 14 more boys than girls. The school is similar in size to the national average. Very few pupils come from ethnic minority heritages. No pupils speak English as an additional language. The percentage of pupils entitled to free school meals is in line with the national average. The percentage of pupils identified as having special educational needs is broadly in line with the national average, and most of these have moderate learning difficulties. Five pupils have a Statement of Special Educational Needs. The pupils' attainment on entry to Year 3 is broadly average, with mathematics a little stronger than English. The school gained an Investors in People award in Summer 2001 and a Qualifications and Curriculum Authority Quality Mark in 2002. It also gained the Sport England Activemark in Autumn 2001 and the Children's Society Charter Mark.

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

This is a very successful school that provides a very good standard of education for the pupils, driven by the commitment and focus of the senior staff for high quality. Good teaching throughout the school, and very good teaching in Year 6, enables pupils to make good progress so that they attain standards by the end of Year 6 that are above average in English, mathematics and science. The school aspires to provide high quality learning with a clear focus on raising standards. There is a well-balanced emphasis on basic as well as creative skills. The imaginatively chosen tasks ensure that all groups of pupils are included fully in the activities and have challenging learning opportunities. The school's values are based very clearly upon putting children at the centre of the school and all decisions are directed towards making the best possible provision for them. There is a very good focus on pupils' personal as well as academic development. The headteacher and senior staff provide very good leadership and management that underpin the work of the school. The school's improvement plan provides very effective direction for development. The school gives good value for money.

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

- Standards in English, mathematics and science are above average by the end of Year 6. There are many examples of good quality work in other subjects.
- Pupils' attitudes and personal development are excellent and have a major impact on standards. Their behaviour is very good.
- The quality of teaching and learning is very good in Year 6 and good overall so that pupils make good progress.
- The headteacher and senior staff provide very good leadership, supported well by the governing body.
- The school offers a very good, challenging range of learning opportunities; and very good provision for pupils with learning difficulties. There is an excellent range of extra-curricular activities and all children take part in at least one.
- There is a high level of care for the pupils; and the school has very good links with parents.

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

- There are no significant areas for improvement.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 and has made good improvement since then. The key issues for improvement identified at the last inspection have been addressed well through positive leadership and concerted action. The quality of teaching has improved and assessment procedures are fully in place. The school provides a well-designed curriculum that includes proper attention to religious education. In addition, provision for information and communication technology (ICT) is very good and standards have improved. The headteacher gives the school a very clear sense of direction. He has established excellent evaluation procedures of pupils' personal and academic development, teaching and other aspects of the school.

## 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 |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | C             | C    | B    | A               |
| mathematics     | C             | A    | B    | B               |
| science         | A             | C    | A    | A               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| average            | C |
| below average      | D |
| well below average | E |

Standards in the work seen in English, mathematics and science are above average by the end of Year 6. This maintains the standards noted at the time of the last inspection. Pupils make good gains through the school in a wide range of skills: in well-expressed spoken and written English; in arithmetic calculations and properties of shapes; and in methods and observations during experiments. The very good and excellent teaching in Year 6 has a strong impact on pupils' learning. Pupils' excellent attitudes and interest in their work similarly promote their learning so that they achieve well. The high attaining pupils, including the gifted and talented, produce work of very good quality. Pupils with special educational needs make good progress in relation to their targets. Standards of literacy and numeracy are above average. Pupils apply the skills of literacy, numeracy and ICT confidently in other subjects, although they are less sure with spelling. Pupils achieve well in ICT and religious education.

The table above shows that standards in the national tests of 2002 in English and mathematics were above average and well above it in science. Standards in English and science were well above the average for similar schools. The trend in standards over the past four years is in line with the nationally improving trend. The proportion of pupils reaching a standard that was better than expected in science was well above average. The school's results were close to but below the challenging targets for the proportion of pupils predicted to gain the expected level or above it in English and mathematics in 2002. The school is on course to meet the equally challenging targets in English and mathematics for 2003.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Excellent and a particular strength of the school. The pupils' interest, perseverance and engagement in activities contribute strongly to their learning.   |
| Behaviour, in and out of classrooms    | Very good. The school's consistently high expectations for thoughtful and considerate behaviour encourage pupils to acquire good personal discipline. There were five temporary exclusions during the previous school year.   |
| Personal development and relationships | Relationships through the school are excellent. Children make constructive friendships and play together happily. They collaborate well during lessons, particularly by Year 6. Their excellent personal development has a strong impact on progress and standards. |
| Attendance                             | Attendance and punctuality are good. Children are to be seen hurrying to school to take part in the judo club or to use the ICT Success Maker program, for example.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Years 3 – 6 |
|------------------------|-------------|
| Quality of teaching    | 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 and learning is very good in Year 6 and good overall through the school. A significant proportion of teaching is very good or excellent. All the lessons observed were at least satisfactory, indicating good improvement since the last inspection. The teaching of English and mathematics is good, paying good attention to the skills of literacy and numeracy so that pupils learn well and demonstrate increasing confidence. Pupils' work shows a good range of well-structured and expressive writing. Most pupils have good skills of written and mental calculation with number, and are developing skills for related investigations. The teaching of science is good - at times teachers use excellent strategies to encourage pupils to work out problems together. There are developing opportunities for pupils to gain the skills of setting up their own experiments. The teaching of ICT skills is good and promotes good learning. Teachers use the very good facilities of the ICT suite to demonstrate skills and pupils show a growing confidence in applying ICT in other subjects, such as learning how to measure angle.

The teachers have high expectations of the pupils for both behaviour and quality of work. Their approach includes all groups of pupils fully so that all learn well. Teaching arrangements to support pupils are very good, enabling them to take advantage of the rich learning opportunities offered to them. Learning support assistants contribute very well to pupils' learning through their good understanding and sensitive support. Lessons are planned well and provide good learning opportunities, although a few do not encourage pupils' independent learning skills sufficiently.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Very good. Teachers provide well-structured experiences that give a good foundation for learning with pupils' needs in mind. All pupils are given full access to the curriculum. The school's planned curriculum meets statutory requirements well. There is an excellent range of after-school activities.  |
| Provision for pupils with special educational needs   | Very good. Pupils receive thoughtful and sensitive support through the co-ordinator's very effective management. Pupils' targets inform lesson planning.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. All members of staff promote consideration for others. Provision for social development is excellent, and for moral and cultural development is very good, with many opportunities for pupils to consider today's diverse cultural society, in line with their determination to prevent racism. Provision for spiritual development is good. There are very many opportunities for pupils to take responsibility, which are often done unobtrusively. |
| How well the school cares for its pupils  | All adults demonstrate a high level of care for the children. Arrangements for supporting pupils, who have a wide range of individual needs, are very good. Procedures for child protection and for pupils' health and safety are very good. Assessment is good in English, mathematics and science and pupils' progress is recorded suitably in other subjects. Carefully judged targets are set for all pupils.  |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher has established a strong sense of purpose and direction through which he and the senior staff provide very good leadership and management. They fulfil their responsibilities very well. The headteacher has an excellent understanding of evaluation and procedures that inform decisions. These decisions are based clearly on making the best possible provision for the children. The approach is fully in accord with the Investors in People award. The improvement plan is integral to developments.   |
| How well the governors fulfil their responsibilities             | The governors fulfil their statutory duties well. They have good arrangements to visit the school and form an independent view of its strengths and weaknesses. They have made many good improvements to the facilities and grounds, such as the ICT suite and playground furniture. They are actively involved with developments that help improve facilities and standards.   |
| The school's evaluation of its performance                       | The school's philosophy is based upon wide consultation and thorough self-evaluation for the benefit of the children. This is very effective in identifying and managing improvements. Some notes for lesson observations of teachers by subject leaders, for example, are very clear and used constructively.  |
| The strategic use of resources                                   | Very good. All the resources available, human and material, are focused on promoting children's learning within a secure, productive environment. Specific grants are used well for their intended purposes and governors have very good procedures to ensure best value in their spending. The accumulated funds from previous years are held to support projected staffing costs. The level of staffing, accommodation and learning resources is good. The teachers value children's work and display it attractively, such as the art-work in the style of William Morris. |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• Their children like school and behaviour is good.</li> <li>• Teaching is good, so children work hard, are helped to grow up and make good progress.</li> <li>• They feel comfortable about mentioning a problem. The school works closely with them.</li> <li>• They think leadership and management is good.</li> <li>• They think the school provides an interesting range of activities outside lessons.</li> </ul> | <ul style="list-style-type: none"> <li>• A few parents do not think their children receive the right amount of homework.</li> </ul> |

The inspectors agree with parents' positive views. The amount of homework given is generally appropriate for the age and more is given progressively through the school. The proportion of parents agreeing that it is appropriate has increased substantially over the past four years. There are good opportunities for parents to be informed about their child's progress through annual reports and parent consultations, as well as informal contact after school. The school offers an excellent range of activities outside lessons.

## **PART B: COMMENTARY**

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

**Standards in English, mathematics and science are above average by the end of Year 6. There are many examples of good quality work in other subjects.**

1. Standards in the work seen in English, mathematics and science by Year 6 are above average and show pupils' good achievement and progress since entry to the school in Year 3. These good standards stem from the high profile given to the quality of pupils' learning that is based on effective management, lively teaching and pupils' personal development. The good teaching has a clear positive effect on standards so that pupils achieve well. In English, well-chosen texts challenge and extend pupils' expressive language as well as placing a clear emphasis on the basic skills of speaking, reading and writing. Pupils respond to the teachers' high expectations.

2. By Year 6, many pupils talk and listen confidently and with very good levels of sustained concentration. They use vocabulary imaginatively to interest the reader, as demonstrated during final class discussion when examples of their writing were shared. Pupils have the skills to write complex sentences which are well structured - for example in the genre of a ghost story. Pupils with learning difficulties make good progress as a result of tasks that are graded for ability and have modified resources. Many examples of good quality expressive writing are evident in classroom displays. While spelling is not so developed, the presentation of work by all ability groups is well set out and handwriting in most cases is fluent, neat, joined - and legible. The school provides very good opportunities for pupils to extend their writing, such as the work by the Able Writers' group on 'Echoes of the Rain Horse in the style of Ted Hughes.

3. The very good approach to learning was clearly evident during a mathematics lesson in Year 5. After a good, interactive demonstration on how to use a protractor the class repaired to the ICT suite to consolidate their understanding using a software package. Pupils were highly motivated, using their ICT skills correctly to position the protractor and rotating it by 5 degrees for example. The experiences enhanced pupils' understanding, although on return to their class, their skills in accuracy or positioning showed the need for further direct practice. Tasks in a Year 6 class extended this work by giving the higher attaining pupils the investigational challenge of drawing a figure with, for example, all reflex angles, or two reflex and two acute angles. Several pupils demonstrated good geometrical understanding. In the other Year 6 class very good teaching strategies and questioning led pupils to recognise how to calculate the size of several unknown angles in a fairly complex diagram. The teachers' high expectations encouraged very good interest by the pupils, who worked hard. The pupils attained good standards, showing strong skills in written calculation and reasoning.

4. Pupils' previous work and evidence from lesson observations show that there is a strong emphasis on practical work in science. This is generally effective in giving pupils a good basis for their knowledge and understanding. In a well-prepared lesson on light in Year 5, to investigate whether light will travel through various materials, the pupils collaborated very well in groups. This was encouraged by the teacher's excellent strategy of posing a question which pupils should work out together. Pupils classified materials sensibly into groups, some using original ideas as to how to decide. Overall, pupils have a good understanding of the ideas, although their experimental skills have room for development since all pupils carried out the same experiment with similar resources rather than set up their own investigations. In the Year 6 classes pupils were set the task of investigating the effect of force on an elastic band. A quick check by the teachers on pupils' previous work showed generally good knowledge of how forces act. Skilled questioning led pupils to clarify

their ideas and decide on an experiment that was expected to yield valid observations. Pupils demonstrated good understanding of the basic method and took suitably accurate measurements, recording their results in a table. Their investigational skills are not as strong as their overall knowledge and understanding of scientific information. In one class the teacher provided good opportunities for pupils to pose their own questions and decide on their experimental design, although the choice of available resources tended to lead pupils to the same approach.

5. There are many examples of good quality work across the subjects. Examples noted include artwork in the style of William Morris in Year 6; pupils' speech writing to reflect the thinking of Martin Luther King's Dream Speech in Year 5 and the grammatically correct sentences by a pupil with learning difficulties. Other work includes the asymmetrical egg designs by pupils in Year 4 which they rotated using the ICT 'Paint' program; and the good opportunities for some pupils to dress in an Indian sari in Year 3 and to discuss Indian lifestyle. Several examples show work where pupils have applied their skills of literacy, numeracy and ICT to good effect. Overall, the range of good quality work shows the direct impact of good teaching on standards and that pupils are achieving well.

**Pupils' attitudes and personal development are excellent and have a major impact on standards. Their behaviour is very good.**

6. Pupils behave very well and have excellent attitudes to work and school. They are to be seen running to school to be in time for the judo club or even the ICT skills program 'Success Maker'. Pupils are keen to come to school, enjoy excellent relationships with their friends and expect their work to be interesting. The pupils are thoughtful and considerate with each other. Their excellent relationships are demonstrated in their natural and respectful manner with their teachers and, for those with learning difficulties particularly, the learning support assistants. During several lessons pupils are placed in social groups to work together, which they respond to well since the arrangement promotes both their learning and social development.

7. Pupils are co-operative and support one another well. During a science lesson in Year 6, for example, both boys and girls discussed and worked out how to approach their experiment and they contributed equally to the ideas. The strong relationships make a good basis from which teachers set high expectations and create an orderly classroom. It encourages effective management of pupils and improved learning. Pupils are sympathetic to each other - noted for example during the Year 3 class assembly, when the older pupils listened appreciatively to the presentation and lively dance. Many tasks encourage pupils to develop a good understanding of other people and their motivation, such as the discussions about Ghandi and what he stood for, or Paul Robeson. Pupils in Year 6 were encouraged to use their capacities for imagination and empathy in writing a ghost story and listened closely when others read some of their work.

8. By Year 6, pupils exhibit very good self-control and have gained their own personal discipline. This is promoted strongly through the school from Year 3 by giving pupils a very clear framework of expectations. Pupils' very good behaviour is evident in their attention during lessons. For example most pupils sustain a high level of concentration throughout lessons which has a significant impact on their learning. Pupils enjoy their work and try hard to achieve well. They handle resources carefully and responsibly. During lessons, pupils' ideas are respected and listened to carefully by the teachers as well as their peers.

9. An indicator of the pupils' enthusiasm for school is shown by the high level of participation in clubs and extra-curricular activities. There is an excellent range, and pupils are very keen to take part, enjoying both the interest but also the sense of learning something new. The planned activities include excellent opportunities for pupils with physical difficulties to improve their motor control.

**The quality of teaching and learning is very good in Year 6 and good overall so that pupils make good progress.**

10. There are many strengths to the quality of teaching throughout the school which promote a good quality of learning. Teachers make good use of time and set a definite pace to lessons, so that activities move on but pupils have gained from the tasks and stimulation. There are excellent, interactive relationships between the teachers and pupils and amongst the pupils that encourage children to make a very good effort and to explore ideas without fear of being ridiculed. The strong relationships act like a cohesive bond in providing security and a place to explore. Teachers provide and pupils enjoy the high levels of challenge. These take account of all groups of pupils well and take them on in their learning, providing further tasks that are not just more at the same level but require a higher level of thinking: as in the creative use of adjectives.

11. Teachers create a climate of high expectation for all the pupils. They capture their interest and channel it into creative work so that pupils explore new skills, for example in the sequence of movements with floor apparatus in physical education or by posing questions where pupils need to collaborate to find a solution. Teachers are skilled at building on confident relationships and good subject knowledge, with an instinctive understanding of how children learn, to probe their ideas and learning with searching questions. Teaching strategies are matched well to the purpose of the tasks as well as the learning needs of the pupils, providing for example good visual images through the imaginative use of an OHP where pupils are invited to draw an angle from a projected line. Strategies also encourage an active sense of participation by the pupils so that they are keen to demonstrate their skills in a sequence of movements in physical education or to explain their thinking on how their experiments will work.

12. The very good and excellent teaching, particularly in Year 6, has a major impact on standards so that pupils achieve well. All the teaching observed in English and mathematics was very good or excellent at Year 6, with thorough attention to a wide range of skills for literacy and numeracy. In English, texts that encourage pupils to reflect on their meaning and interpretation bring out pupils' ideas and expressive language. In mathematics a broad and substantial range of number work is provided as well as of geometry and data handling, with several examples of mathematical investigations. The teaching of science is good and usually provides pupils with a good basis of practical experience from which teachers help pupils to draw conclusions. The teaching of ICT is good, often making very good use of the excellent facilities of the ICT suite to support work in other subjects. This promotes good learning and is a good improvement in teachers' confidence and subject knowledge since the last inspection.

13. In general, teachers establish high expectations, with interesting, relevant and well-chosen activities that provide good challenge for all groups of pupils. High attaining pupils are usually challenged well, producing high quality work as a result. Pupils with learning difficulties are supported through sensibly modified tasks, materials and interventions. Many lessons are thoughtfully prepared and provide good learning experiences; and most lessons encourage pupils to gain or use independent learning skills. Teachers manage pupils well to hold their attention so that their gains in knowledge, skills and understanding are usually good in lessons. Teachers plan carefully, with clear objectives and sometimes note the teaching

and learning approach to be used in their planning. On-going assessment in class is good. Marking is regular, praise is given appropriately and much marking provides clear and focused guidance on how pupils may improve. Learning Support Assistants contribute very well to pupils' learning, particularly those with learning difficulties, through sensitive and thoughtful support.

14. From the lessons observed and recorded evidence of school self-evaluation, the good teaching across subjects and throughout the school shows that curriculum planning, monitoring and management by the senior staff and subject leaders are effective.

**The headteacher and senior staff provide very good leadership, supported well by the governing body.**

15. The headteacher and senior management team together provide very good leadership and management based on clearly expressed educational principles. These place children at the centre of the school and all decisions are directed towards making the best possible provision for them. This is reflected in the purposeful ethos in all aspects of the school, including the tireless energy and perceptive efficiency of the school secretary. All members of staff base their way of working on the central purpose of the school: the welfare and learning of pupils. There is a strong corporate team spirit amongst the staff that is shown in how they identify and tackle positively areas for improvement. The headteacher gives the school very clear direction through his commitment to improvement. There are excellent self-evaluation procedures that take full account of the experience and views of all sections of the community. All members of staff are included and supported for well-managed change. The headteacher works closely with the governing body to plan and implement improvements that are having a clear, positive impact on the quality of work and standards. This indicates good and continuing improvement since the last inspection.

16. The school, under the clear-sighted guidance of the headteacher, has very good arrangements for performance management and staff appraisal. The targets agreed for teachers are part of a broader set of procedures to observe lessons and evaluate practice in order to make improvements. The quality of written observations and points for improvement are very good. The targets set clear expectations and accountability on all teachers and are having a positive impact on the quality of teaching and hence on standards. The effects of having clear targets against which their work is evaluated are reflected in the strong leadership provided by the senior management team. There is a very good emphasis on staff professional development in order to manage and implement change.

17. The role of subject leaders has also strengthened through the governors providing funds for planned class release time, for example for monitoring, subject development or lesson observations. This is giving the teachers an improved view of their subject throughout the school, and of relevant strengths and weaknesses. The school has also held successful evening meetings for parents, on numeracy in Years 3 to 6 for example, which helped parents to understand better how to support their children.

18. The current school improvement plan sets out operational objectives over a three-year period based upon the school's central purpose of provision for pupils' learning. Six key priorities, which represent several aspects of the school's work, have been identified into which targets are placed as they are identified. This is a very good overall approach, based on thorough self-evaluation, that provides very clear management lines and accountability. It is responsive to new issues as they are identified.

19. The governing body has good arrangements to visit the school with links to a subject or class, so that relationships between members of the governing body and the teachers are

productive. This provides useful information about the quality of provision so that governors gain a good understanding of strengths and weaknesses and provide good direction for school developments. The governors fulfil their responsibilities well and have a strong sense of commitment to the school.

20. The identified priorities for development have been appropriately costed by the headteacher with a time-scale for action. The school's financial planning takes good account of immediate and longer-term needs. The headteacher, with the governors, has established careful oversight of the finances and budget. They give very good attention to the need to obtain best value and to consider the effects of spending decisions on standards when planning improvements. The strategic use of resources for the benefit of the pupils is very good and money obtained through specific grants is used effectively. The higher than usual carry forward figure to the current financial year represents prudent accounting in order to guarantee staffing levels while a smaller than usual year group passes through the school. The financial control is good.

**The school offers a very good, challenging range of learning opportunities; and very good provision for pupils with learning difficulties. There is an excellent range of extra-curricular activities and a high level of pupil participation.**

21. The school provides a well-structured curriculum from which teachers plan a very good selection of tasks. The curriculum has very good breadth and balance, including opportunities for pupils to learn a modern foreign language. This is an improvement on the position at the time of the last inspection when ICT was not fully in place and there was no scheme of work for religious education. It meets all statutory requirements of the National Curriculum. Religious education is taught to all classes according to the Locally Agreed Syllabus which now provides the guidance missing at the time of the last inspection. The school implements the nationally recommended frameworks for literacy and numeracy well, which has a marked effect on pupils' learning, and has adopted and modified national guidance for other subjects to provide a good, relevant basis for planning. Teachers make many creative and purposeful links between subjects which promote an integrated approach to pupils' learning.

22. The school's values are based upon a strongly child-oriented and fully inclusive philosophy which are reflected in its curriculum so that all pupils are given full access to the activities. There are good arrangements for supporting all pupils, which enable them to benefit from the very good learning opportunities offered. The literacy and numeracy curricula enable pupils generally to make good gains in the skills of writing and number. The teachers' good emphasis on a good knowledge of and competence in English grammar promotes confidence as well as an appreciation of expressive language. Pupils acquire a good range of strategies for calculation, since the approach encourages understanding of several methods that apply well to specific problems. There is a consistent emphasis on confident calculation through the school, and a few examples that challenge and develop pupils' understanding of the relationships to be found in broader investigations.

23. There are very good procedures to ensure that appropriate policies are in place. Members of the governing body have regular discussions with the subject leaders to gain an understanding of strengths and aspects for development. These discussions form a valuable part of the understanding governors bring when policies are discussed and approved, demonstrating the active part they take in the process. Agreed policies include that for personal, social and health education and for sex and drugs education. These are taught as part of a well-planned and effective programme for personal, social and health education throughout the school.

24. There is an excellent range of extra-curricular activities which adds significantly to pupils' experiences. Pupils are very keen to participate, arriving at school early for clubs or taking part in the gathering gloom of a winter afternoon for hockey practice. Pupils have been offered excellent opportunities to develop animation techniques in ICT, preparing a stage setting and figures for the single shot process. Activities include French club. Pupils in Year 5 take part in a residential course to explore outdoor activities and ICT skills. Most Year 6 pupils attend residential courses and these promote pupils' rounded development very well. The community makes a good contribution to pupils' learning. There are developing links with the partner infants school and other nearby schools. The school also runs a successful Arts week, a European week and a book week, which extend pupils' appreciation of these aspects well. In addition the school has begun to forge productive links with local businesses, such as in a design and technology project.

25. Provision for pupils with learning difficulties is very good. Some pupils receive carefully structured individual support, perhaps in a quiet place to avoid distraction and help them feel secure. The perceptive support enables them to gain full access to the tasks and curriculum. Pupils are very well supported in class by teachers and teaching assistants. A few pupils also receive additional time and help for physical, behavioural and social needs since members of staff are very sensitive to the specific needs of individual pupils. For example, with financial support from money raised from the sponsored proceeds of a half-marathon run by the head-teacher, several parents and several governors, the school has invested in specific equipment designed to develop children's physical co-ordination and other skills. The support and individual encouragement is having a direct positive effect on the children, and is seen in their improved participation in class. All class teachers contribute to and refer to pupils' individual education plans and hence pupils make good progress towards their agreed targets, many of which are clearly expressed to be able to measure pupils' achievements in them. Teachers ensure that planned withdrawal from class does not impede children's progress in the current lesson by making provision for when they return.

26. Provision for the pupils' personal development, including understanding of spiritual, moral, social and cultural aspects, is very good. The promotion of moral development is very good and pupils have a clear understanding of right and wrong since consideration for others is promoted strongly in lessons and throughout the general life of the school. School assemblies reinforce pupils' understanding of moral decisions and behaviour by referring to the lives of famous people such as Paul Robeson and Nelson Mandela. Assemblies and several lessons provide good spiritual experience which is also an integral part of school life. For example, there are good opportunities for children to understand human feelings and emotions during personal, social and health education and other lessons.

27. Provision for pupils' social development is excellent, offering a very wide range of opportunities. Pupils acquire very good social skills through many shared activities: in planned group work during lessons, during assemblies and particularly through the many opportunities for pupils to take responsibility, such as the arrangements for 'play friends' to be available at play-times, that permeate the life of the school. They learn social responsibility through active engagement in the school council and learn how their suggestions can influence decisions. Provision for pupils' cultural development is very good. Several visitors talk to or work with the pupils, and they make regular visits to places of interest. There is good evidence that the school celebrates the cultures of other communities, and that recognition is given to festivals and the multicultural nature of the wider community.

**There is a high level of care for the pupils; and the school has very good links with parents.**

28. The school makes good provision to support pupils' academic and pastoral needs. Parents and pupils much appreciate the support and caring environment the school provides. A high priority is given to pupils' health, safety and welfare. All adults, including the governors, take a keen interest in such matters and this is reflected in the priority given to the recent improvements to the outside environment as well as the design of the ICT suite to an under-water theme. Regular health and safety inspections are undertaken and careful accident records are maintained.

29. Staff trained in first aid deal with accidents and illness and there is provision for a medical room. Child Protection arrangements are very good, including training which is planned for all adults who work in the school. Issues are handled properly in close co-operation with specialist agencies when required. There are regular fire practices, Health and Safety matters are dealt with effectively when identified and there is adequate provision for recording and dealing with minor accidents. Good attention is paid to internet safety.

30. Procedures for assessing pupils' attainment and progress in English, mathematics and science are good and contribute to raising standards. The use of assessment to guide curricular planning is good in those subjects and practice is appropriate in the other subjects. The school tracks pupils' progress very well using the results from regular testing in Years 3 to 6.

31. Teachers have very good oversight of the personal development of pupils. The management of pupils' behaviour is very good. Teachers make good use of other adults in lessons by ensuring that learning support assistance is well directed according to pupils' identified social or learning needs. Teachers are skilled in establishing good relationships with their pupils, which both promotes pupils' learning and contributes to their well-being. The school provides a good level of support, care and guidance for the pupils. The provision for their welfare and personal development is very effective and makes a positive contribution to standards by helping pupils to enjoy school life and be secure. The pupils develop a strong moral and social framework through assemblies and the school's clear expectations for behaviour.

32. All children are included fully in the life of the school and the caring atmosphere. This helps to modify the behaviour of the very few pupils who are immature for their age. All members of staff look after their pupils very well. They know the children's strengths and characters well and use this knowledge to set expectations and to challenge them for good standards. They keep a close eye on personal progress, especially that of pupils with learning difficulties. Pupils know that they can turn confidently to the assistants or other adults for any form of help. Procedures for monitoring and promoting discipline and good behaviour and for eliminating bullying are very good.

33. The school has very effective links with the parents that are shown through the high levels of support for school initiatives and the strong agreement with most statements in the questionnaire. Parents have a high level of confidence in the standards of teaching and management at the school. Communication between parents and the school is good. There is a fortnightly newsletter as well as frequent letters sent home, with a helpful option to receive an e-mail version, so that parents are kept well informed of any action they may need to take and of forthcoming events. Parents usually find it straightforward to have a word with their child's class teacher at the end of the school day. There are good arrangements to make an appointment if parents wish. The school surveys the views of parents annually through a very good consultation process and has taken positive action in the light of these findings.

34. The prospectus is well presented and the governors' annual report includes the information required, showing an improvement since the last inspection. Teachers make considered and helpful observations about pupils' strengths and weaknesses and about their personal development through the year in the annual reports. Carefully judged targets are set for all pupils. Parents also give a high level of support for the school through the Parents Association, which provides significant funds to support school developments and resources.

#### **WHAT COULD BE IMPROVED**

35. There are no significant weaknesses in the quality of education provided by the school or in standards.

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

Not applicable.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 22 |
| Number of discussions with staff, governors, other adults and pupils | 15 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 3         | 5         | 11   | 3            | 0              | 0    | 0         |
| Percentage | 14        | 23        | 50   | 14           | 0              | 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 four percentage points.

### Information about the school's pupils

| Pupils on the school's roll   | Y3 – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 191     |
| Number of full-time pupils known to be eligible for free school meals | 18      |

FTE means full-time equivalent.

| Special educational needs   | Y3 – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 5       |
| Number of pupils on the school's special educational needs register | 44      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 9            |
| Pupils who left the school other than at the usual time of leaving           | 6            |

### Attendance

Authorised absence

|   |
|---|
| % |
|---|

Unauthorised absence

|   |
|---|
| % |
|---|

|                           |     |
|---------------------------|-----|
| School data               | 4.7 |
| National comparative data | 5.4 |

|                           |     |
|---------------------------|-----|
| School data               | 0.1 |
| National comparative data | 0.5 |

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

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

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 34   | 25    | 59    |

| <b>National Curriculum Test/Task Results</b> |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above    | Boys     | 28             | 28                 | 30             |
|  | Girls    | 24             | 23                 | 24             |
|  | Total    | 52             | 51                 | 54             |
| Percentage of pupils at NC level 4 or above  | School   | 88 (75)        | 86 (83)            | 92 (96)        |
|  | National | 75 (75)        | 73 (71)            | 86 (87)        |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above   | Boys     | 29             | 29                 | 32             |
|   | Girls    | 23             | 22                 | 24             |
|   | Total    | 52             | 51                 | 56             |
| Percentage of pupils at NC level 4 or above | School   | 88 (79)        | 86 (79)            | 95 (88)        |
|   | National | 73 (72)        | 74 (74)            | 82 (82)        |

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

**Ethnic background of pupils****Exclusions in the last school year**

| Categories used in the Annual School Census         | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                                     | 185                  | 4                                 | 0                              |
| White – Irish                                       | 0                    | 0                                 | 0                              |
| White – any other White background                  | 0                    | 0                                 | 0                              |
| Mixed – White and Black Caribbean                   | 3                    | 0                                 | 0                              |
| Mixed – White and Black African                     | 0                    | 0                                 | 0                              |
| Mixed – White and Asian                             | 3                    | 0                                 | 0                              |
| Mixed – any other mixed background                  | 0                    | 0                                 | 0                              |
| Asian or Asian British - Indian                     | 0                    | 0                                 | 0                              |
| Asian or Asian British - Pakistani                  | 0                    | 0                                 | 0                              |
| Asian or Asian British – Bangladeshi                | 0                    | 0                                 | 0                              |
| Asian or Asian British – any other Asian background | 0                    | 0                                 | 0                              |
| Black or Black British – Caribbean                  | 0                    | 0                                 | 0                              |
| Black or Black British – African                    | 0                    | 0                                 | 0                              |
| Black or Black British – any other Black background | 0                    | 0                                 | 0                              |
| Chinese   | 0                    | 0                                 | 0                              |
| Any other ethnic group                              | 0                    | 0                                 | 0                              |
| No ethnic group recorded                            | 0                    | 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: Y3 – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 8.2  |
| Number of pupils per qualified teacher   | 23.3 |
| Average class size                       | 27.3 |

#### **Education support staff: Y3 – Y6**

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

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2001/2002 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 401 144 |
| Total expenditure                          | 374 245 |
| Expenditure per pupil                      | 1 959   |
| Balance brought forward from previous year | 11805   |
| Balance carried forward to next year       | 26 899  |

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years     | 3 |
| Number of teachers appointed to the school during the last two years | 3 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 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.*

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 191 |
| Number of questionnaires returned | 77  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 71             | 29            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 66             | 34            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 59             | 42            | 1                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 45             | 45            | 8                | 0                 | 1          |
| The teaching is good.  | 73             | 26            | 0                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 65             | 32            | 1                | 0                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 86             | 14            | 0                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 86             | 13            | 0                | 0                 | 0          |
| The school works closely with parents.   | 70             | 29            | 1                | 0                 | 0          |
| The school is well led and managed.  | 84             | 14            | 0                | 0                 | 1          |
| The school is helping my child become mature and responsible.                      | 66             | 32            | 0                | 0                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 91             | 9             | 0                | 0                 | 0          |