

## INSPECTION REPORT

**BISHOP HENDERSON C of E PRIMARY SCHOOL**

Coleford, Radstock

LEA area: Somerset

Unique reference number: 123747

Headteacher: Mr D Hayward

Reporting inspector: RWG Thelwell  
20977

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> July 2002

Inspection number: 250181

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Farley Dell Coleford Radstock Somerset
Postcode:	BA3 5PN
Telephone number:	01373 812557
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Darville
Date of previous inspection:	9 <sup>th</sup> – 11 <sup>th</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20977	Mr RWG Thelwell Registered inspector	Areas of learning for children in the Foundation Stage; Equal opportunities; Science; Information and communication technology; Music; Physical education.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
9644	Mr M Whitaker Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Mrs J Newing Team inspector	Special educational needs; English; Art; Religious education.	
13307	Mr I Hancock Team inspector	Mathematics; Design and technology; Geography; History.	How good are curricular and other opportunities offered to pupils?

The inspection contractor was: MSB Education Ltd

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

### **INFORMATION ABOUT THE SCHOOL**

Bishop Henderson Church of England Primary School is set in the village of Coleford, six miles west of Frome. Since it was last inspected in March 1998, it has undergone much rebuilding. Nearly all pupils are from families living in council or other rented accommodation. At present, 188 pupils are on roll, including 21 children in reception. There are seven classes with an average size of 27. A further 39 children attend the school's nursery part time. Children enter the nursery following their third birthday, and join reception at the start of the school year in which they become five. Assessment on entry to reception shows nearly all children have skills and understanding below those expected for their age; over a third have levels well below those of similarly aged children. The proportion of pupils with special educational needs is above average. Ten pupils have statements of special educational needs allocated to them under the terms of the DfES Code of Practice<sup>1</sup>. Proportionally, this is well above average. All pupils have English as their first language, and the proportion of pupils eligible for free school meals is average. During the inspection, the teacher for Year 2 was absent due to ill health; the class was taught by a temporary teacher.

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

Bishop Henderson Church of England Primary School is a happy and caring school with many strengths and good features. It is very well led and managed. Although there are areas still in need of improvement, the headteacher, staff and governors work well as a team, and have established a very positive and caring ethos that supports and promotes pupils' learning. Very good relationships and behaviour are the norm. Good teaching across the school results in pupils' very good attitudes to learning. Pupils' personal development is very good. Although at the end of Year 6, standards in English and mathematics are currently below nationally expected levels, the year group has a high proportion of pupils with special educational needs who achieve well in terms of prior attainment. Pupils' overall performance represents good value added when taking into account low levels of attainment on entry to reception. Efficient use is made of time, money and resources. Although the unit cost per pupil is above average, this is an effective school that gives good value for money.

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

- Provides a caring community where pupils are known well and valued as individuals. It creates an orderly climate for learning.
- Whilst teaching is good across the school, it is very good in the nursery and reception.
- Provides good learning opportunities enhanced by a good range of visitors and educational visits.
- The school promotes and achieves very good attitudes, behaviour and relationships.
- The school makes very good provision for pupils' personal development.
- Good provision for pupils with special educational needs results in them achieving well.

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<sup>1</sup> The Department for Education and Skills' Code of Practice gives practical advice to schools about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What could be improved

- Overall standards in English and mathematics, with a particular focus on the improvement of writing skills.
- Information in the school development plan giving clear details as to how standards will be improved.
- Use of information from statutory and other assessments to modify the curriculum, track pupils' progress, and set targets for future learning.
- The role of subject co-ordinators in monitoring the quality of teaching and learning.
- The use of information and communication technology in mathematics and science.
- Library accommodation.

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

*It is acknowledged that the school has already identified several of the issues raised, and is in the process of developing suitable action plans to address them.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the issues arising from the last inspection in March 1998. Major rebuilding works have resolved the constraints noted on practical activities. Teachers' planning is now underpinned by schemes of work for each subject to ensure the development of pupils' knowledge, skills and understanding. Within mathematics there has been a greater emphasis on problem solving and investigative activities. Day-to-day assessment is now used well to identify what pupils know and can do, and to help plan what is to be taught next. The quality of teaching has improved further. The teaching of spelling and handwriting remain aspects for improvement. National strategies for literacy and numeracy have been introduced and used to good advantage, and the performance management of teachers is now in place. Provision for information and communication technology (ICT) has improved considerably. Since the last report the school has achieved the 'Investor in People' award. The inspection team considers the school is very well positioned to continue its development and improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>2</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	D	D
Mathematics	B	C	C	C
Science	C	B	B	B

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

End of Year 6 assessments for 2001 were noteworthy when considering that on entry to reception, pupils' overall performance was below nationally expected levels, and that when assessed at Year 6, a quarter had special educational needs. All pupils reached the expected

<sup>2</sup> Average point scores refer to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

level<sup>3</sup> for science, and although overall attainment in English was below average, standards in reading met the expected levels. The school narrowly missed the targets set by the local authority for the proportion of pupils gaining the expected level in English, but surpassed that set for mathematics. Performance for pupils in Year 2 was very low in reading and mathematics, consistent with the lowest five per cent of schools nationally. Results were well below average in writing. However, on entry to reception, a high proportion were assessed as having levels of performance well below that expected of children of similar age, and, when assessed at the end of Year 2, two out of every five had special educational needs.

Nearly all children now in reception, a group containing a much lower proportion at the lower stages of learning than is usual, have reached the expected levels for each area of learning<sup>4</sup>. For pupils currently nearing the end of Year 2 and Year 6, attainment in science meets nationally expected levels. In English and mathematics, although the majority work at a level appropriate for their age, not enough do so. Consequently, attainment is below expectation. However, of those in Year 2, a quarter has special educational needs; at Year 6 the proportion rises to two out of every five. By the end of Years 2 and 6, attainment in religious education meets the requirements of the locally agreed syllabus. Performance in ICT meets expected levels at the end of Year 2. Although by the end of Year 6, pupils work at levels appropriate for their age, they have not covered all aspects of the curriculum; this results in attainment being below expectation. By the end of Years 2 and 6, performance meets nationally expected levels in art and design, design and technology, geography, history and physical education. Whilst overall attainment in music meets expected levels, performance in singing at the end of Years 2 and 6 is above expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are interested in their work and respond well to good teaching. This has a positive effect on the progress pupils make.
Behaviour, in and out of classrooms	Pupils' very good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Pupils' personal development is very good. Relationships between pupils and amongst pupils and staff are very good and make a significant contribution to pupils' learning.
Attendance	Satisfactory. The rate of unauthorised absence matches national levels. Pupils are punctual and keen to attend.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good with very good features

<sup>3</sup> The national expectation is that, when assessed at the end of Year 6, pupils should achieve Level 4 with the higher level being Level 5. At Year 2, the expected level is Level 2 with the higher level set at Level 3.

<sup>4</sup> QCA (Qualifications and Curriculum Authority) produced a set of Early Learning Goals for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

*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.*

Across the school, observed teaching was never less than satisfactory. Good teaching accounted for almost three-quarters of lessons observed, including one-quarter very good. Three lessons were excellent. Teaching of the basic skills of literacy and numeracy are good overall. Effective planning provides tasks that are nearly always well matched to the needs of pupils at different stages of learning. Pupils know exactly what is expected of them as teachers explain objectives clearly at the start of lessons. In literacy, teachers' enthusiasm and skilled questioning and use of texts is underpinned by good subject knowledge. Mathematics lessons contain enjoyable tasks that reinforce pupils' understanding of the concepts taught. To improve further the quality of teaching, the school should:

- Address the over-reliance on work sheets, thus giving pupils' greater opportunities to develop their writing skills;
- Ensure that marking gives pupils clear guidance as to how they can improve their work.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good provision is made for children in the nursery and reception. The curriculum for pupils between Years 1 and 6 is broad and balanced, and supported by a good range of visitors and educational trips. Further opportunities need to be provided for the development of writing skills, and the use of ICT in mathematics and science.
Provision for pupils with special educational needs	Pupils receive good provision that is well managed. Pupils make good progress in relation to prior attainment and to targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral and social development. Good provision is made for pupils' cultural development, which includes supporting understanding and appreciation of the richness and diversity of other cultures.
How well the school cares for its pupils	Child protection, together with procedures for health and safety are good. Procedures for assessment of pupil attainment are satisfactory overall, with strengths in nursery and reception and special educational needs. More needs to be done to use information obtained to improve provision and set targets.

The school's good partnership with parents makes a positive contribution to pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership, and manages well. The very good support he receives from the leadership team results in the school having a very positive and caring ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	The governing body meets its statutory obligations fully. Governors are closely involved in strategic and financial planning, monitoring and evaluation. They have a clear understanding of the school's provision for the curriculum and of standards achieved.
The school's evaluation of its performance	A good range of procedures is in place to evaluate performance. More use needs to be made of data from assessments to determine how the curriculum is to be modified in order to raise standards. The monitoring of teaching and learning needs to be extended to include all co-ordinators.
The strategic use of resources	Good. The school makes efficient use of resources to support learning. Governors apply the principles of 'best value' well at each stage of planning and evaluation.

The school is sufficiently staffed to meet the needs of children in the nursery and reception, for pupils in Years 1 to 6, and those with special educational needs. Accommodation is good; it has been improved considerably since the last inspection. Whilst nursery accommodation is a strength, that for the library is a weakness. Resources are satisfactory; ICT is a strength.

## 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>• Pupils like coming to school, they are taught well and make good progress.</li> <li>• The school expects pupils to work hard and achieve their best.</li> <li>• The school is well led and managed, and keeps parents well informed of pupils' progress.</li> <li>• The school helps pupils become mature and responsible, and behaviour is good.</li> <li>• Parents feel comfortable about approaching the school with a question or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of activities outside of lessons.</li> </ul>

One hundred and ten parents returned the Ofsted pre-inspection questionnaire, and ten parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents. Whilst inspectors agree with parents regarding the lack of extracurricular activities, a number of activities have started this term, and more are planned for the start of next term.

## **PART B: COMMENTARY**

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

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

1. When children join the nursery, informal initial assessment shows nearly all have levels of attainment below that expected for their age. Nearly two-thirds perform at levels well below expectation; particularly with skills relating to language and number. Not all children continue to reception; up to a quarter move on to other schools. Consequently, attainment on entry to reception varies from year to year. On average, three-quarters perform at levels below expectations, with a third well below the norm. Despite making good progress, because of their low starting point, many enter Year 1 with standards in speaking and listening, reading, writing and mathematics below those expected for their age. However, when children currently in reception were assessed at the start of the year, a smaller proportion than usual had levels of attainment well below expectation. Good learning throughout the year has resulted in nearly all children reaching the officially recommended levels for each area of learning at the end of the school year.

2. Over the last four years, the school's performance as indicated by end of Year 2 National Curriculum assessments in reading, writing and mathematics has varied considerably. Results closely reflect the proportions of pupils with special educational needs. Results of assessments in 2001 for pupils aged seven showed that whilst attainment in writing was well below average, performance in reading and mathematics was very low, consistent with the bottom five per cent of schools nationally. When compared with similar schools, based on eligibility for free school meals, standards were very low; again within the range of the bottom five per cent of schools. Teacher assessment in science showed that whilst all pupils reached the expected level, the proportion gaining the higher level was well below the norm. However, the fact that two-fifths of pupils in the year group had special educational needs, had a significant impact on overall results.

3. Results of the 2001 assessments for pupils at the end of Year 6, showed standards were above the national average in science, average in mathematics, and below average in English. The same results are obtained when compared with similar schools. Although overall performance in English was below average, standards in reading were average. Although the school narrowly missed the targets set by the local education authority for the proportion of pupils gaining the expected level in English, it exceeded the targets for mathematics. Overall, the school's results represent good achievement considering a quarter of pupils assessed had special educational needs.

4. For pupils currently in Year 2, inspection evidence, confirmed by recent statutory end of year assessments, for which no national figures are yet available, showed much improvement over last year's results. Standards in science are broadly in line with national expectations. In reading, writing and mathematics, although the greater majority now works at nationally expected levels, not enough do so. Consequently, attainment is below expectations for these areas of the curriculum. However, this represents a creditable achievement when allowing for the fact that a quarter of those in the year group are on the school's register of special educational needs.

5. A similar picture is seen in Year 6 where two out of every five pupils have special educational needs. Inspection evidence, together with results of recent end of year tests, show overall performance in English and mathematics to be below average. Attainment in science meets national expectations for pupils of this age.

6. Lesson observations, together with a review of work, confirm there is no marked difference between the performance of boys and girls.

7. In English, pupils' progress across the school is satisfactory in terms of the development of speaking and listening skills. At the end of Years 2 and 6, attainment is satisfactory. At age seven, pupils talk sensibly about their work. They show confidence in asking and answering questions. At age eleven, pupils listen attentively, make thoughtful contributions to discussions, and use an appropriate range of vocabulary.

8. Despite making sound progress, attainment in reading at the end of Years 2 and 6 is below average. However, higher attaining pupils at Year 6 read texts with fluency and accuracy, discuss character and plot, and talk about authors and favourite books confidently, giving considered reasons for their preferences.

9. Although making steady progress, because of their low entry point to Year 1, attainment in writing at the end of Years 2 and 6 is below average. By the time pupils leave school at the end of Year 6, standards in handwriting are below expected levels of performance.

10. In mathematics, the above average proportion of pupils with special educational needs currently in Years 2 and 6 has a negative impact on standards. Although sound, and often good, learning results in the majority of pupils reaching the expected levels for their age, insufficient pupils do so. As a result, attainment at the end of both years is below average.

11. Good teaching and learning results in standards in science meeting expectations at age seven and eleven. Across the school, a strong emphasis is placed on scientific enquiry. Pupils have a clear understanding of what makes a test 'fair', and use an increasing range of scientific language with confidence.

12. Across Years 1 and 2, sound progress in developing skills of information and communication technology (ICT) results in pupils reaching nationally expected levels at the end of Year 2. However, pupils currently at the end of Year 6 have not covered the full requirements of the National Curriculum. As a consequence, by omission, standards are below expectation. In religious education, pupils make sound progress as they move through the school. At age seven and eleven, standards meet the requirements of the locally agreed syllabus. Pupils have an appropriate knowledge of Christian belief and other world faiths.

13. Pupils' satisfactory progress in art and design, design and technology, geography, history and physical education results in attainment at the end of Year 2 and Year 6 meeting nationally expected levels. Whilst at age seven and eleven, pupils' overall performance in music is satisfactory, standards in singing exceed expectations.

14. Regarding the several elements of pupils' personal development, by the end of Year 6, spiritual, moral and social development is very good. Cultural development, which includes an understanding of the richness and diversity of other cultures is good. All pupils have equal access to the curriculum and associated resources. Pupils with special educational needs make good progress in relation to prior attainment and to targets in their individual educational plans.

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

15. Pupils' attitudes to school are very good, as was the case at the time of the previous inspection. Children, in the nursery and reception classes, arrive at school and greet friends enthusiastically and settle to various tasks with confidence. They are quite content to part with their parents or carers. Older pupils are responsive in lessons. The great majority are interested in their work and keen to respond to teachers' questions. Most are well able to work alone or in small groups sensibly, without the need for adult intervention. They respond

well to lively teaching and stimulating tasks, as was seen, for example, in a Year 3 science lesson, in which pupils tested the time taken for a given quantity of water to filter through different types of soils and gravel. They organised themselves well in co-operative groups, shared the various tasks fairly, and thoroughly enjoyed their learning.

16. Behaviour is very good; an improvement on the judgement made at the time of the last inspection. All pupils are aware of the school's rules and expectations, such as the one-way system in the main corridor. All are involved in agreeing a set of class rules at the beginning of each year, and try hard to adhere to them. The great majority of pupils are orderly and polite in lessons; they are friendly and welcoming to visitors and considerate to each other. All staff have good pupil management skills and any instances are readily dealt with. Lunch is a pleasant occasion with pupils eating and chatting in a sociable, well-mannered fashion; pupils are polite to and comply readily with lunch time supervisors. Play is lively but well behaved. Nothing untoward was observed. School resources are treated with care and respect, as are the premises. There have been no exclusions in the academic year preceding the inspection. In the current year, one pupil has been subject to two fixed period exclusions.

17. Personal development is very good. Older pupils have duties connected with the day-to-day routine of the school, which they carry out with diligence and enthusiasm. Pupils in Year 6 are given the responsibility of looking after a specific reception year child. Discussions with Year 5 pupils confirm this is a duty, which is enjoyed and eagerly anticipated. Pupils serve on a school council, which requires them to consult with classmates on matters of concern, and Year 6 pupils have to stand for election as house captains. Year 5 pupils manage the overhead projector and music for assemblies. All pupils have classroom duties and each day a 'special person' is selected by the class teacher. Older pupils develop a mature approach to personal matters, as was observed in a Year 6 sex education lesson. Pupils have a good understanding that many children are less fortunate than themselves and participate enthusiastically in charitable works to help their situation. There is, however, less evidence of pupils taking charge of their own learning. For example, few pupils were observed carrying out independent research in the school library. The inadequacy of the library accommodation contributes to this deficiency.

18. Relationships are very good. Adults in school form very good role models, with their friendly and co-operative approach to work. Staff treat pupils with respect, valuing each contribution in a class discussion. The relationship between learning support assistants and the pupils they support is particularly strong. Pupils relate very well to each other; there is a family atmosphere in school. Older pupils happily take responsibility for younger ones and pupils of all ages and both sexes mix well. The school is free of any overt sexism and all children are included in playground activities regardless of ability or background.

19. Attendance is satisfactory. Attendance levels have improved slightly since the previous inspection. Unauthorised absence is in line with the national average for primary schools. Registrations are carried out promptly and registers are properly maintained. Punctuality is satisfactory and all lateness is appropriately recorded.

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

20. Good teaching is a feature of this school. Teaching was judged to be satisfactory or better in all lessons observed. Overall, it was good in almost three-quarters of lessons seen, including a quarter very good. Three lessons were excellent. This is an improvement on that reported at the time of the last inspection when the proportions of lessons considered good or very good were less. All teachers and support staff work very well as a team, sharing knowledge and expertise. The quality of teaching has a positive effect on pupils' learning and the progress pupils make.

21. Teaching in the nursery and reception class was never less than good. It was judged very good in three-fifths of lessons observed, including one lesson that was excellent. Planning is very thorough and is based on the officially recommended Early Learning Goals<sup>5</sup>. It covers all required areas of learning for children aged between three and six, and links well with the early stages of the National Curriculum. Children are provided with a very good range of relevant and interesting experiences. Very good knowledge and understanding of the educational needs of the age group are reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Staff co-operate very well in providing children with an appropriate balance between teacher directed activities, and those children choose for themselves. Many opportunities are created to develop and extend children's language, and they are a marked feature of the very good practice observed.

22. The quality of teaching in Years 1 to 6 was judged to be satisfactory or better in all lessons observed. It was good or better in seven out of every ten lessons seen, including one in ten that was very good. Two lessons were excellent. Although examples of good teaching were observed from all teachers, a review of pupils' work confirms observations carried out during inspection that particular strengths are in the teaching of pupils in Years 5 and 6. Teachers across the school have benefited from a good range of professional development, particularly in literacy, numeracy, and more recently in ICT. Teachers are secure in their knowledge and understanding of subjects taught. They are enthusiastic, and this contributes to positive, well managed classes. On many occasions, pupils' understanding is enhanced significantly by teachers' clear explanations and their effective demonstrations. For instance, in an ICT lesson, the teacher made effective use of the large, touch sensitive computer screen to give pupils clear, step-by-step guidance on how to use a control technology program. During a country dance lesson, the teacher joined in to give pupils in Year 5 a helpful demonstration of the steps to a new dance.

23. In nearly all lessons, teachers explain the objectives at the start to ensure pupils understand fully what they are expected to achieve. Teachers have suitably high expectations of pupils' performance and behaviour, and give good ongoing support and reassurance. A noteworthy feature of all lessons is the attention staff pay to good effort.

24. Across the school, classrooms are well organised to promote learning. Teachers were observed using a range of strategies, including individual, group and whole class teaching to good advantage. The use of questioning by staff is effective and has a positive impact on pupils' learning especially speaking and listening skills. A good example of questioning was observed in Year 3 when perceptive questioning examined and developed pupils' understanding of religious metaphors, including Jesus as 'the rock', 'light, and 'the shepherd'. Teachers encourage pupils to use correct vocabulary within lessons, especially in mathematics and science. Good examples of both practices occur regularly at the end of lessons when pupils talk about what they learnt.

25. Teachers regularly recap on what pupils have learnt previously, and make effective use of time to advance learning. They often capture pupils' imagination by thoughtful and effective use of resources. For example, pupils in a health education lesson concerned with the dangers of smoking, were amazed at the residual nicotine held in the 'smoking machine' from a single cigarette. This caused much discussion as to the effect smoking has on the lungs. A significant contribution to the effective teaching observed came from the school's team of support assistants. They work in close partnership with teachers to enhance pupils' learning. Teachers ensure all those working with them have a clear understanding of lesson objectives, together with the methods and resources to be used.

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<sup>5</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

26. Teaching and learning of pupils with special educational needs is good. This is the case whether pupils are given support in class, or withdrawn to work in small groups. Individual education plans relate well to the needs of those for whom they are written. Staff use these plans well to meet specific needs. Teachers give clear instructions and use praise constructively. As a result of effective support, such pupils make good progress in relation to prior attainment and to targets in their education plans. In keeping with the school's procedures for inclusion, higher attaining pupils are nearly always provided with work well matched to their level of attainment. An area for improvement, already identified by the school is the overuse of worksheets. In a number of lessons observed, the prepared sheets did not allow sufficiently for the wide spread of pupils' stages of learning in each class. A further negative feature is that on many occasions, the worksheets required only a short answer, thus restricting the development of pupils' writing skills.

27. The basic skills of literacy and numeracy are taught well. Two-thirds of literacy lessons observed were good, including one lesson judged very good, and one that was excellent. Lessons are well planned, with clear objectives, using the structure of the National Literacy Strategy to good advantage. Interesting activities are provided for pupils, and good use is made of 'end of lesson time'. Lessons are characterised by the enthusiasm of teachers, expressive reading and leading of stories, and effective questioning to ensure pupils understand the content and structure of texts. Four of the seven mathematics lessons seen were judged to be good. The remainder was satisfactory. Lessons are carefully planned, with interesting and relevant activities that reinforce pupils' understanding of concepts taught. Whilst in most lessons observed, pupils were given good opportunities to develop their mental arithmetic skills and to explain how they had arrived at their answers, in a small number of lessons, this aspect of mathematics was given insufficient attention.

28. Teachers' planning is good. Since the last inspection, the school has reviewed and refined schemes of work for all subjects to support the systematic development of pupils' knowledge, skills and understanding. Teachers make good use of day-to-day assessment to help plan what is to be taught next; a feature that is an improvement on the last inspection. Whilst teachers give pupils good oral feedback during lessons, marking in pupils' books is inconsistent. On many occasions, pupils are given insufficient guidance on how to improve their work. Satisfactory use is made of homework to support learning; the amount and challenge of work set is well matched to the age and capability of the pupils concerned.

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

29. As at the time of the last inspection, the overall quality and range of learning opportunities offered to pupils is good. Provision for children in the nursery and reception is very good, and meets fully the recommendations of provision for the six areas of learning. For pupils in Years 1 to 6, the curriculum is broad, balanced and relevant. It includes all subjects of the National Curriculum together with religious education. All pupils have equal access to the curriculum including the above average proportion of pupils with special educational needs. An appropriate proportion of time has been allocated to the teaching of literacy and numeracy, and teachers satisfactorily implement the national strategies to support pupils' learning. However, insufficient opportunities are provided throughout the curriculum to develop extended writing skills. Since the last inspection, the school has updated and revised schemes of work to ensure they are relevant to the school's needs and help teachers plan for the systematic development of pupils' knowledge, skills and understanding. The school has acknowledged the need for greater use of ICT to support learning in other subjects, particularly mathematics and science.

30. Good provision is made for pupils' personal, social and health education. The school takes good care of its pupils. Sex education and issues of drug misuse are taught well to

older pupils and involve visitors such as the local health visitor and health advisor. Circle time<sup>6</sup> offers good opportunities to discuss personal, social and health education including moral issues. The curriculum is enriched by numerous visits to local places of interest related to topics studied such as Bath, Weymouth, Wells, Frome and further afield on residential trips to Cornwall. Visitors including historians, artists, theatre groups and musicians, frequently work with pupils and support the curriculum well. Many parents were justifiably concerned with the lack of extracurricular activities provided. However, numerous extra curricular activities have started this term to support many aspects of the curriculum. Such activities make a significant contribution to pupils' personal development as well as their learning in subjects.

31. Provision for pupils with special educational needs is good. Most support is given within the classroom, with some withdrawal groups when required. Nationally funded initiatives such as 'early literacy' and 'additional literacy' strategies, together with 'booster' groups have a significant impact on progress.

32. Good links with the local community, such as regular visits from the local minister, support curricular opportunities. The 'Friendly Club' of elderly residents is invited into school each month for lunch and at harvest time. The British Legion kindly offered use of its hall for physical education during the school's rebuilding work. Evening classes are arranged in school for numerous activities including information and communication technology courses. Pupils contribute news items each month to the local parish magazine. The school has established constructive curricular links with neighbouring primary schools through the 'North Mendip Federation of Schools' and close association with local secondary schools helps pupils to prepare for their next stage of schooling.

33. Overall, the school's provision for personal development is very good. This is an improvement since the last inspection. Provision for spiritual development is very good. Initial meetings have been held with the diocese and the local church to further improve this provision. Assemblies, and visits to the church for special services give pupils good opportunities to learn about Christian festivals and to reflect on the wonder of the world – as for example, how birds make their nests, or spiders spin their webs. A worshipful atmosphere is created in assemblies by all staff being present, well chosen music, the lighting of the candle, and the singing of hymns which creates a good opportunity for the whole school to come together to celebrate. The headteacher in his very good relationships with adults, pupils, parents and visitors, nurtures the ethos of the school that values each pupil. This makes a significant contribution to spirituality. Through religious education and history, pupils are introduced to leaders that help them to understand that a person's values affect the way they live. There are opportunities for pupils to develop spirituality through using their imagination in art, music and poetry.

34. Provision for moral development is very good. This judgement is the same as at the last inspection. Very clear expectations of behaviour in the classroom, playground and at lunchtime are clearly displayed in all classrooms. These rules were negotiated by adults and pupils during assemblies; the whole school community endorses and respects them. There is an effective behaviour policy which is based on rewards for positive behaviour, but sanctions are applied consistently as necessary. Stickers, house points and certificates reward recognition of achievement. Sharing assemblies are times when achievement of all kinds is celebrated.

35. Provision for social development is very good. This has been maintained since the last inspection. The school's aims promote this area very well. From the time a child starts school in the nursery their personal, social and emotional development is seen as a high priority. Pupils have frequent opportunities to work collaboratively, to plan and evaluate, share

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<sup>6</sup> In these lessons, pupils sit in a circle, and, through agreed rules, have the opportunity to speak and listen to each other talking about issues that concern all of them.

ideas and discuss important issues, as for example, when pupils in Year 6 discuss resisting peer group pressure. In this inclusive school good links have been established with the local special school and the joint Art Day benefited pupils in both schools. At present there are two pupils who spend part of the week in both schools. As part of their personal, social and health education programme (PSHE), pupils in Year 6 learn about healthy eating, sex and drugs, including smoking and alcohol. They are given clear information and after discussion are able to make decisions based on fact. The school council meets monthly and has two representatives from each year group. The older pupils take responsibility for leading the meetings. Representatives bring the concerns of their class to the council who decide whether it can be handled within the class or whether it needs to be shared with the whole school. Circle time fosters emotional development and gives pupils opportunities to discuss and manage their feelings, for example, anger, disappointment and frustration.

36. Provision for cultural development is good. This has been maintained since the last inspection. Religious education when pupils study Christianity, Judaism and Islam raises cultural awareness. Programmes of study in geography and history provide good opportunities to learn about other cultures. Through art, music and poetry pupils are introduced to our own and other cultures. Visits to galleries, museums and places of interest enrich this area of the curriculum. Visitors including 'Drum Crazy', and an artist in residence make a positive contribution to cultural development.

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

37. Procedures for child protection and for promoting pupils' welfare are good, as was the case at the time of the previous inspection. The headteacher is responsible for child protection matters; he and the deputy headteacher have been appropriately trained. All staff, including support staff, are aware of the action to be taken in cases of concern. The school has a very effective working relationship with other statutory agencies in the area. Parent, and other, volunteers are subject to the required clearance procedures to ensure their appropriateness to work with children. Arrangements are in place for the proper support of children in the care of the local authority. The school has made all necessary health and safety arrangements. Fire drills are held; safety inspections of electrical, fire and physical education apparatus are made. When using the Internet to support learning, pupils only have access to approved sources of information. The governor responsible for overseeing the health and safety policy is professionally involved in safety matters. Appropriate arrangements are in place for first aid and dealing with pupils' medical needs. The headteacher's strong commitment to pupils' care and welfare is demonstrated in initiatives including:

- Breakfast and after school care clubs (due to start at the beginning of the next academic year);
- The 'SHARE' project (which helps parents to help children);
- Emphasis on healthy living, with the involvement of the local health visitor; and the amount of time spent supporting disadvantaged families.

38. There are good procedures for monitoring and improving attendance. The school is aware that its authorised absence level is marginally above the national average. Analysis reveals that the incidence of term time holidays is a contributory factor, together with other social factors including minor illnesses amongst pupils. The school gives parents frequent reminders in newsletters about term time holidays. Punctuality is monitored through a 'late book'. Where necessary, the school has access to the services of an education social worker.

39. Procedures for monitoring and promoting good behaviour are good. Children are introduced to the school's behavioural expectations as soon as they join the nursery, where basic classroom routines are established. The school has a clear behaviour code, which is

administered with consistency by all staff. Each class negotiates its own set of rules at the beginning of the year, thus helping to ensure pupils' commitment to it. Learning support assistants and lunch time supervisors are trained in behaviour management; lunch time supervisors have their own system of red and yellow cards to ensure good behaviour and their own award - table of the week - to reward it. Constructive play is promoted by the stimulating outdoor environment with its adventure play equipment and the provision of toys, games, balls and ropes. There are appropriate procedures in place for dealing with bullying. In cases of especially difficult behaviour, the school will seek the involvement of the educational psychologist or the local education authority's behaviour support team.

40. The school is effective in eliminating oppressive behaviour. It is an inclusive community in which pupils of all ages and both sexes work and play together well. An inclusive approach is promoted in assemblies, in personal social and health education lessons and through the weekly 'golden time' sessions, where pupils of all ages get together to share activities of their choice. There are no pupils from ethnic, language or faith minorities in the school at present; however, if racist or sexist attitudes are detected, the matter is addressed.

41. The school supports pupils' personal development well. All pupils are well known to at least one member of staff and the ethos of care pervading the school ensures that pupils' personal, social and health problems are known and recognised. Where class teachers are new to the school, long serving learning support assistants provide continuity of care. Pupils' activities in 'golden time', the frequency of appearance in the achievers' book and receipt of the headteacher's special award are noted, as are entries in the 'concerns' record. The very good relationships between all adults and pupils promote personal development.

42. Good systems are in place for the identification of pupils with special educational needs. This begins in nursery, where the class teacher is alert to signs suggesting that children may have problems with their learning. The special educational needs co-ordinator has a good range of tests for assessing and diagnosing needs, and the resulting information is recorded carefully. Throughout the school, teachers and support assistants value pupils with special educational needs and the effort they make. This encouragement, together with clearly written individual education plans, enables such pupils to become successful learners. Where appropriate, the school involves the support of outside agencies, as for example, the school nurse and educational psychologist. In keeping with the school's inclusive outlook, a policy for the assessment and provision for gifted and talented pupils has recently been introduced.

43. Procedures for assessment in the nursery and reception are very good. Useful assessments are carried out shortly after children join nursery and reception. Information from these is then used to identify strengths and weaknesses in their knowledge and understanding, and plan work according to their needs.

44. Across Years 1 to 6, a satisfactory range of assessments is in place to establish standards in English, mathematics and science. End of unit assessments are undertaken regularly to check what pupils know and can do, and to help inform future planning. Helpful assessments have recently been introduced in ICT. It is now appropriate to review assessment procedures for the remainder of the subjects taught, which currently are assessed informally. At present, assessment is underused as a tool for improvement; a fact acknowledged in the school's current development plan. Greater use should now be made of information gained from statutory and other assessments to modify curriculum provision, to enable teachers to track pupils' progress, to predict standards as pupils move through the school, and to set targets for learning. Although pupils are given good oral feedback during lessons, the quality of teachers' marking in pupils' books is inconsistent, and targets to help pupils improve are rarely identified.

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

45. The school works hard to promote good and effective relationships with parents. It recognises that it is at the heart of a rather isolated community with few facilities, and seeks to involve parents (and others) in the life of the school. Introduction to school is sensitive and thoughtful; both the nursery and the reception class teachers make home visits to children before they take up places. Parents are encouraged to help in school, in classrooms or in providing additional supervision on school visits. Parents are welcome to attend school events, such as the annual sports day, church services and the Christmas drama performances.

46. The school provides information of a good quality for its parents. Frequent newsletters, written in an easy, informal style, keep parents informed of school events and staffing matters. Partnership with parents who have children with special educational needs is good. Parents are fully involved in the monitoring and revision of their child's targets in individual education plans, and have frequent opportunities to discuss them. Parents are given advance information regarding the topics children will be studying and meetings are held to explain the national tests undertaken by Year 6 pupils. Pupils' annual reports are satisfactory; they address the child's attainment and progress in each subject of the National Curriculum and report on personal development. Children add their view of the year's work and there is provision for a parental response. Reports, however, do not include targets for the ensuing year. Parents are given the opportunity to discuss their children's reports. In addition, there are two other formal consultation opportunities, in the autumn and spring terms. Parents particularly appreciate staff's readiness to discuss problems informally, at the end of the day.

47. Parents make a satisfactory contribution to children's learning, both at school and at home. Parent volunteers work in school; they support teachers in lessons and help by providing additional supervision on school visits. Volunteers spoken to during the inspection, feel valued as members of the school team; they are well briefed, with guidance on the day's lessons, and the part they can play in the classroom. There is an active 'Friends' organisation that works hard to maintain social links between school, parents and community and, in the process, raises funds that are used to benefit children's learning. Parental support for the school's values has a positive impact upon children's attitudes: for example towards homework. Parents find the school PIP (Parents in Partnership) notebooks a valuable aid to home-school dialogue.

48. Parents hold good, positive views of the school. They appreciate the central position the school holds in the village community. The school hall, for example, was full of parents watching early morning England games in the recent World Cup. Parents appreciate the ready, informal availability of staff and the headteacher's 'open door' policy. They support the school's values and they appreciate the fact that the great majority of children enjoy school. The support given to the youngest children, in the nursery and the reception class is particularly appreciated. In the Ofsted pre-inspection questionnaire, there was only one area of significant concern; 27 per cent of respondents could not agree that an interesting range of after school activities was provided. The school used to provide a wide range of extracurricular activities but, for understandable reasons, these were discontinued during major building work. Plans are in hand to reinstate a series of clubs, including football, rugby, hockey, First Aid and religious education in the next academic year. Extracurricular activities which have taken place recently include professional coaching in rugby, football and trampolining, together with a skipping workshop. The school country dance team performed recently on Wells Cathedral green and older pupils were able to take advantage of a residential visit to an outdoor activities centre.

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

49. The excellent leadership and management of the headteacher as was noted at the time of the last inspection, was a significant factor in the school gaining a DfEE achievement

award in 2001 for improvements in standards. For the last three years, the headteacher has held offices within the Somerset Association of Primary Headteachers and Officers (SAPHTO); an involvement that has drawn heavily on his time. However, he successfully led the school through major rebuilding works that lasted throughout the school year 2000 – 2001. During the rebuilding, all pupils were required to move classes at least once during the year. These factors, together with the deputy headteacher's year long secondment to Bath University, reduced greatly the school's capacity to maintain its development.

50. The headteacher's term of office with SAPHTO is over, the deputy headteacher has returned to her post, and the dust has settled from the building works! Under the expert leadership of the headteacher, who has an outstanding knowledge of pupils and their diverse needs, the school is now very well placed to regain its momentum for improvement. Areas for improvement have already been established and included in the current school development plan. They are endorsed fully by the inspection team. The headteacher is given very good support from the leadership team, and a hard working staff, who, along with the governing body, have a strong commitment to providing quality education. This has resulted in the school now having a clear set of aims and values that are reflected in its day-to-day life. Together, staff and governors have successfully created a very caring and positive ethos that reflects fully the school's mission statement, 'Together, everyone achieves more'.

51. Together with the governing body, the headteacher manages the school very well. Day-to-day management and organisation are good. Roles and responsibilities are well defined, and staff have specific management responsibilities that support the school well. Written communication regarding all aspects of school life is regular and informative. This aspect of management is undertaken well, has a positive impact on pupils' learning, and is appreciated by parents.

52. Management of the curriculum is delegated to teaching staff, each of whom takes responsibility for co-ordinating subjects or aspects of school life. In addition to being fully involved in planning, resourcing and evaluation of standards, co-ordinators now support the headteacher in monitoring the quality of teaching. However, the inspection confirms the school's view that more needs to be done regarding the monitoring of teaching and learning. Similarly, the school acknowledges the need to develop the management and use of information from statutory and other assessments in order to modify and improve curriculum provision, to raise attainment, and to monitor pupils' skills and knowledge across the curriculum, and set targets for learning.

53. There is regular and productive communication between the headteacher and chair of governors. The governing body is supportive and committed to raising standards, including their own. As such, they undertake a range of self evaluation activities to determine how they too can improve performance. In addition to discussing documents and data, governors have oversight of subjects. Through visiting, observing and working alongside pupils, collectively, governors have a clear understanding of the school's curriculum provision and standards achieved.

54. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is clear and well structured. It establishes relevant priorities, responsibilities and resource requirements, together with criteria that will be used to evaluate success. However, although the plan is a useful tool for development, targets do not relate in sufficient detail to raising standards or to the specific actions to be taken to improve levels of attainment. The provision of in-service training associated with the plan's targets, together with agreed personal development resulting from performance management targets for teachers, is managed well.

55. The governing body meets its statutory obligations fully, including those relating to a daily act of worship. The school has good procedures that comply with the new Special

Educational Needs Code of Practice<sup>7</sup> for the identification and provision for pupils with special educational needs, and ensures equality of access to the curriculum for all pupils. The school has a helpful policy that informs the management of special educational needs. The co-ordinator for special needs carries out her duties well, and liaises effectively with teachers, support staff and outside agencies. In keeping with its inclusive nature and provision, the school has recently implemented a policy for the identification of gifted and talented pupils.

56. The school is sufficiently staffed with suitably qualified teachers for the number and age of pupils on roll. Teachers are given very good assistance by skilled learning support staff who are deployed well, and give valuable support towards pupils' learning. Teamwork throughout the school is of a very high standard. Effective procedures are in place to support newly qualified teachers and those new to the school. Since the last inspection, good procedures have been introduced regarding the performance management of teachers. Staff responsible for administration, premises upkeep and school meals are efficient and contribute well to the smooth running of the school.

57. Accommodation is good overall, and has improved considerably since the last inspection. Nursery accommodation is very good. The main building has been completely remodelled. In addition to providing good accommodation for pupils up to the age of seven, it provides a new staffroom, office accommodation and a small ICT suite. The four outside classrooms are a good size, but well away from the main building – a disadvantage in wet weather! Good outside facilities include a playground, field, and activity areas in addition to an environmental area and pond. Such provision enhances the curriculum. However, library provision is a weakness. Books are housed in a store cupboard that is a thoroughfare to the playground and does not allow pupils to browse, develop basic library skills or undertake independent research.

58. Resources are satisfactory. The school has invested heavily in recent years and there is a good ratio of books and computers to pupils. There is a good range of books for guided and silent reading. The school has maintained the level of resources since the last inspection.

59. The standards of financial planning and management are good. An audit undertaken on behalf of the local education authority shortly before the inspection found the school's financial controls to be very good. The audit raised few recommendations for improvement. Governors are closely involved in budgetary matters and are given further guidance through employing the services of an education finance officer from the local authority. All expenditure is carefully targeted and used appropriately. At the time of the inspection, the school's 'carry forward' from the previous year's budget was in excess of the recommended levels. However, discussions with governors and headteacher confirm it included sums allocated for an appropriate range of initiatives and development. In keeping with the principles of 'best value', all spending decisions are evaluated for cost effectiveness.

60. Although standards for pupils currently nearing the end of Year 6 are below average in English and mathematics, pupils achieve well when taking into account two out of every five pupils in the year group have special educational needs. Whilst the unit cost per pupil is above average, when taking into account:

- Attainment on entry, and the positive added value in terms of attainment and personal development when pupils leave at the end of Year 6;
- The quality of the school and the education it provides;
- The efficient deployment of staff and use of resources;

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<sup>7</sup> The Special Educational Needs Code of Practice, published by the DfES, became effective as from January 1<sup>st</sup> 2002. It replaced the Code of Practice published in 1994.

Bishop Henderson Church of England Primary School gives good value for money; a judgement consistent with that of the previous report.

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

61. In order to raise overall levels of performance in English, mathematics and science, governors, headteacher and staff should now:

- Make greater use of information obtained from National Curriculum and other assessments to modify and improve curriculum provision, to monitor pupils' progress, and set targets for their learning;
- Improve further the school development plan, so that it shows more clearly the prioritised, detailed and specific actions to be taken in order to raise pupil attainment;
- Develop further the role of subject co-ordinators in the rigorous monitoring of standards and quality of teaching;
- Implement the school's marking policy in a consistent manner, ensuring pupils are given clear information as to how they can improve their work.

*Paragraphs: 4,5,8,10,28,44,52,54,76,79,80,84,85,86,92,93,100,104,112.*

Improve pupils' writing skills by:

- Increasing the fluency of forming sentences through more frequent opportunities to write down their own thoughts, to extend simple sentences into compound sentences and paragraphs, and to draft and edit their work;
- Reducing the use of worksheets which currently restrict pupils' opportunities for writing;
- Reviewing, as planned, the school's approach to the teaching of handwriting, with a view to introducing a policy that is implemented consistently across the school;
- Encouraging pupils to use their imaginations and apply what they have been taught about spelling, punctuation and grammar, in their writing.

*Paragraphs: 9,26,29,80,81,104,110,137.*

In information and communication technology, ensure that between Years 3 and 6,

- All requirements of the National Curriculum are covered in sufficient depth;
- Opportunities for pupils to use ICT skills in mathematics and science are extended.

*Paragraphs: 29,89,97,114,116,119,121.*

Pursue with the local education authority, improvements in library accommodation that will support the development of pupils' research and library skills, and enable the library to become a meaningful resource for pupils' independent learning.

*Paragraphs:17,57,84,112.*

*It is acknowledged that the school has already identified several of the issues raised, and is in the process of developing suitable action plans to address them.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	27	15	0	0	0
Percentage	5	20	48	27	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 one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	188
Number of full-time pupils known to be eligible for free school meals	0	24

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	2	47

#### 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	13
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	7	7
	Girls	8	11	10
	Total	10	18	17
Percentage of pupils at NC level 2 or above	School	42 (71)	75 (75)	71 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	7	12
	Girls	11	10	12
	Total	16	17	24
Percentage of pupils at NC level 2 or above	School	67 (79)	71 (86)	100 (96)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	13
	Girls	17	16	19
	Total	23	24	32
Percentage of pupils at NC level 4 or above	School	72 (86)	75 (79)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	16	16	18
	Total	23	26	28
Percentage of pupils at NC level 4 or above	School	72 (71)	81 (75)	88 (82)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	167
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.5
Average class size	27

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

Total number of education support staff	7
Total aggregate hours worked per week	145.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
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

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

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

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

### **Financial information**

Financial year	2001-2002
	£
Total income	494557
Total expenditure	479462
Expenditure per pupil	2122
Balance brought forward from previous year	17842
Balance carried forward to next year	32937

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	110

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	39	6	2	0
My child is making good progress in school.	52	45	1	2	0
Behaviour in the school is good.	36	55	6	0	2
My child gets the right amount of work to do at home.	32	55	8	1	4
The teaching is good.	58	39	0	1	2
I am kept well informed about how my child is getting on.	41	51	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	7	0	0
The school expects my child to work hard and achieve his or her best.	59	39	2	0	0
The school works closely with parents.	39	51	9	0	1
The school is well led and managed.	50	41	6	1	2
The school is helping my child become mature and responsible.	46	50	3	0	2
The school provides an interesting range of activities outside lessons.	23	44	24	3	6

*Figures may not total 100 per cent due to rounding*

## **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**

62. Currently, 39 children attend nursery on a part time basis. A further 21 are in the reception year of the Foundation Stage<sup>8</sup>. Children enter nursery following their third birthday and join reception at the start of the school year in which they become five. Initial informal assessment shows that on entry to nursery, nearly all children have levels of attainment below those expected for their age. Nearly two-thirds perform at levels well below expectation. Not all children move on to the school's reception class; up to a quarter move to other schools. For that reason, statutory assessments made when children enter reception vary from year to year. On average, three-quarters have attainment below expectation, with a third well below the norm. For those currently in reception, assessment at the start of reception year showed a smaller proportion than usual to be well below the expected stages of learning for this age.

63. The school makes very good provision for children in nursery and reception classes. Teaching is never less than good. Over half of lessons observed were very good, including one judged excellent. Children benefit from a curriculum that provides a very good range of interesting and relevant activities for each area of learning, well matched to children's attainment. Nearly all children now coming to the end of reception achieve well, and will have reached the officially recommended levels for each area of learning when they join Year 1.

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

64. Children's progress in personal, social and emotional development is good. Staff are extremely sensitive to the needs of children in their early years of schooling. They successfully create a happy and purposeful atmosphere where children settle quickly into the routines of school. Children work together in a friendly and supportive manner, and show respect for each other, friends and visitors. Sensitive talk and guidance from adults help children understand the difference between right and wrong, and reinforce their understanding of what is acceptable and unacceptable behaviour. This strategy results in children being well behaved, able to show growing independence in making sensible choices from a range of activities, and to sustain concentration when working. Good opportunities are put in place to promote children's ability to plan and negotiate activities with each other. They take part in a good number of self chosen and adult led activities, and handle resources with care. Where adults set up activities that require children to share or take turns, children do so willingly. Adults in both classes give well paced, clear instructions. As a result, children listen to what they are told, follow instructions well, and begin activities eagerly. Children are sensitive to the needs of others and show much pleasure in friends' successes as well as their own. For example, on entry at the start of the day, children acknowledged the achievement of their friend who proudly told them, "I can ride my bike – *without* stabilisers!"

65. Teachers' planning successfully provides many opportunities for the development of children's self esteem and independence; as for instance, when children 'register themselves' by placing their name card on the 'we are here' list. Children carry out their class helper and monitor responsibilities with pride. In all activities, staff give children good encouragement and praise for noteworthy effort. Children line up and move around the school in a sensible manner, put on and take off aprons when working with paint and water, and clear up after themselves sensibly and quickly. They undress and dress for physical activities with increasing ability. A variety of food technology activities reinforces children's awareness of the importance of washing hands before handling food.

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<sup>8</sup> 'Foundation Stage' refers to children's education from the age of three until the end of reception.

## **Communication, language and literacy**

66. Children make good progress in this area of learning. Both in the nursery and reception, children have many planned opportunities to talk and listen to adults and to each other, in groups or as a whole class. From the start of their time in school, children are taught the importance of listening carefully, taking turns to speak, and looking at the person to whom they are talking. For example, during the inspection, nursery children listened attentively to the story of 'Handa's Surprise' and, when the teacher gave them a range of fruit similar to that in the story, they responded well to questions regarding the textures and smells of the fruit. In reception, children showed much enthusiasm as they joined in with the reading of 'Who's in the shed?' The use of talk and questioning by the staff is very effective, and the many opportunities created to develop and extend children's language are a marked feature of the good practice observed. Children show growing confidence when answering questions. They retell known stories accurately, and successfully predict what is going to happen in new stories they have read to them. Communication skills are developed further as when during the inspection, children enthusiastically re-enacted the stories of 'Handa' and 'Who's in the shed?' with adult participation to add realism and enjoyment.

67. Carefully chosen stories are used well to help children recognise an increasing number of words in familiar contexts. Through a structured and well taught programme of phonics, children recognise the letters of the alphabet, and associate sounds with them. Whilst a number of higher attaining children confidently read texts from the reading scheme, others use picture clues and their developing phonic ability to help them enjoy stories. Children develop satisfactory book skills and enjoy sharing books. They understand the terms 'author' and 'illustrator', and correctly explain what each does.

68. Children undertake much 'pretend' writing as part of their activities in their role play and writing areas, where they make lists, write cards and take down telephone messages. By the end of reception, most children write their name, prepare labels for work they have undertaken, and, with varying degrees of assistance, make and illustrate books such as their 'Zoo books'. Having been to Court Farm, where they observed a range of farm animals and machinery, children wrote sentences about their visit; many wrote unaided. Children are taught the correct way to shape letters, and copy examples of writing with increasing control.

## **Mathematical development**

69. Mathematical development is good. Children count and recognise numbers to ten, many to 20 and beyond. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Through a variety of carefully directed activities, children develop their understanding of addition and subtraction. Children in nursery count and share out equal portions of fruit for their morning break. Having counted out fourteen cartons of milk - one for each child present - a child takes one away as he knows a friend doesn't have milk. He correctly states there are now thirteen cartons. In reception, most children count to 20 and back in twos, and to 100 in tens. During an observed lesson, a range of interesting activities developed children's ability to estimate the number of items different containers could hold. They then filled the containers and compared estimates with actual numbers. Children sort objects in a variety of ways, for instance, by colour, shape and size; by threading objects and repeating patterns. Children use correct mathematical language for simple shapes and, through art work, make symmetrical patterns. They compare measurements of length, height and weight, using vocabulary such as 'more than' and 'less than', and arrange objects in size order. Children develop an awareness of capacity and volume through regular play tasks with sand and water. In so doing, they use quantitative words such as 'full' or 'empty'. Throughout all activities, adults work directly with children to support, reassure, question and praise.

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

70. Thorough planning results in a good range of purposeful activities that enables children to make good progress in this area of learning. Children observe and discuss weather, and understand why we wear different clothes for each season. Although midsummer, nursery children took great delight in putting on wellington boots and raincoats and carrying umbrellas as they went on 'wet weather walks' around the school grounds in their search of slugs, snails and other minibeasts. Understanding of place is further developed by a visit to the post office. Reception children know a range of Bible stories told in assemblies. Awareness of chronology is supported when children bring in family photos that create a visual timeline to show how we change as we grow up.

71. Children carry out a range of investigations related to their senses, and understand different creatures live in different habitats. When they journey to the school's environmental area and pond, children quickly spot and name pond skaters and frogs. Children receive a sound introduction to 'design and make' activities. Good provision relating to food technology gives children many opportunities for observation, language development and preparation skills. Good opportunities are given for children to develop skills of information and communication technology. They handle computers with growing confidence, enjoying interactive programs, and using the mouse to control, colour and move items on screen. Children successfully 'program' a floor toy to move a given distance in a forward direction; remembering the need to clear the toy's memory before entering their new commands.

### **Physical development**

72. Children make good progress in their fine manipulative skills. They handle tools, scissors, paint brushes, construction kits and malleable materials safely and with increasing control. Adults give appropriate oversight as children handle knives to spread and cut items of food. When in the hall or on the playground for games lessons, children developed hand-eye co-ordination as they worked hard to improve their skills of throwing and catching. Such sessions are well managed. Adults have suitably high expectations of children's performance, and praise is used well to encourage good effort.

73. Children in both nursery and reception have their own secure play areas. In outdoor structured play, children enjoy a range of wheeled toys, which they use with increasing control of speed and direction. A range of large toys including slides, tunnels and large building equipment, enables children to engage in valuable imaginative play with friends. During the inspection, children in nursery had created a plane. Having purchased the tickets from the playhouse 'travel agents', they boarded their plane bound for Africa. "We shall see some elephants soon," stated the pilot. In all activities, children show growing confidence, together with a willingness to share and take turns.

### **Creative development**

74. Children make good progress in this area of learning. They use a range of media to draw, paint, print and make models. Teachers give children good opportunities to examine items closely, and draw their own representations. For instance, children in reception studied two large African land snails before making noteworthy drawings. They create many small imaginary environments and act out scenes in them, exploring ideas and feelings. Good opportunities are provided for children's role play, with adults often joining in activities to add realism. Children enjoy singing songs from memory. They sing enthusiastically, tunefully, and with a developing sense of rhythm.

75. Provision for children of this age is very well managed. Very good procedures are in place to support children's induction into nursery and into reception. In addition to the useful informal assessment made on entry to the nursery, a statutory evaluation of performance is carried out shortly after children join reception. Information from this is then used to inform

subsequent planning and teaching. Children's systematic development in learning is aided by careful observations and record keeping, and ongoing assessment.

## ENGLISH

76. Results of National Curriculum assessments for pupils at the end of Year 2, carried out in 2001, showed overall performance in reading to be very low when compared with either national results, or those of similar schools. In writing, attainment was well below average. However, two out of every five pupils assessed had special educational needs. Overall performance in English, for pupils at the end of Year 6, a quarter of whom had special educational needs, was below average. However, standards in reading were in line with national averages. The school narrowly missed the challenging targets set by the local education authority for the proportion of pupils to achieve the expected level in English.

77. For pupils currently at the end of Years 2 and 6, inspection evidence, confirmed by initial results of 2002 assessments, shows standards in English to be below expected levels. Although standards are lower than at the last inspection, a number of factors should be taken into account:

- Baseline assessment for each year group shows a high proportion of children entered school with poor language skills;
- Whilst a quarter of pupils now in Year 2 have special educational needs, over two-fifths of those assessed in Year 6 are on the school's register of special needs;
- A period of unsettled staffing in Years 1 and 2, together with recent major building works caused considerable disruption.

However, achievement for most pupils is satisfactory in that most pupils achieved their predicted grades and several exceeded them. The school is well placed to see a rise in standards next year. There are fewer pupils with special educational needs entering Year 1 in September than in the last two years, and the expectations are that staffing is now stable.

78. Speaking and listening is well promoted throughout the school and pupils build on the very good provision in the Foundation Stage. Teachers are good role models; they speak clearly, read text with expression, and question well to encourage pupils to share their ideas. For example, pupils in Year 1 made a non fiction book about snails, then enjoyed listening to snail poems before discussing and then writing their own using alliteration, such as: 'a slippery shiny snail made a slimy spiky silvery trail'. By Year 2 pupils have satisfactory skills in speaking and listening. Pupils between Years 3 and 6 listen attentively to their teachers, answer questions enthusiastically, and participate well in class discussions. For example, Year 6 considering the dangers of smoking demonstrated satisfactory standards in speaking and listening.

79. The standard of reading is below the national average for pupils in Year 2 and Year 6. When pupils enter Year 1 they have a small sight vocabulary, know many of their initial sounds and have developed some early reading strategies. A review of reading needs to be undertaken to ensure that a range of opportunities are provided that include individual, guided and group reading. To ensure that the progress made in the reception class is maintained in Year 1 and Year 2 clear targets need to be set and monitored to ensure that all pupils make as much progress as possible. Informing parents of their child's reading target and making clear the parent's role in helping the child to meet the target would emphasise the school's commitment to raising standards. Guided, group and silent reading are recorded efficiently, but pupils are not told what they need to be able to do to achieve the next level. Initiatives like 'Author of the month' encourage pupils to read a wide range of books. By Year 6, the majority of pupils read fluently with expression and understanding. Even those who are reading below the expected standard have positive attitudes and choose books within their capabilities.

80. Standards in writing are below the national average for pupils aged seven and eleven. The excessive use of worksheets limits the opportunities for pupils to write in sentences, express their own thoughts and edit and draft their work. In Year 2 there has been a concentration on pupils writing sentences to show the meaning of words, and too few opportunities to write imaginatively and to describe characters and settings. A good example of drafting was seen in Year 1 when pupils produced an attractive non fiction book on snails; in Year 4, poetry writing such as 'adults sunbathing, children swimming, frisbee flying' and in Year 5 when pupils wrote stories after reading a passage describing how Robinson Crusoe found the footprint. Such opportunities need to be provided more frequently. Pupils in reception are taught to use words on display and specific vocabulary cards on tables; this good practice should be built upon in Year 1 and Year 2 so that pupils become confident, successful writers from an early age. Individual and year group targets now need to be established so pupils know what they are trying to achieve. The school has recently introduced a marking policy that at present is not being used consistently to help pupils improve their work. The quality of marking needs to be monitored – if pupils learn words one week and spell them wrongly the next week, marking should point this out!

81. Standards in handwriting are below average for pupils at the end of Year 2 and Year 6. When pupils enter Year 1 most form their letters correctly with an even size. This good progress needs to be built on by teaching pupils to begin to join their letters so by the end of Year 2 they join letters in much of their work, and by Year 6 have developed their own legible joined script. At present there is much practicing of handwriting using worksheets, but very little evidence of actual teaching of handwriting. This should be given a higher priority if standards are to be raised.

82. Standards in spelling are below average at the end of Year 2 and Year 6. Pupils up to the age of seven make satisfactory progress. They learn high frequency words and develop phonic skills. In Years 3 to 6 some pupils spend too much time copying spellings on worksheets. In some cases they know how to spell the words before they use the worksheet. A good example of well targeted spelling was seen in Year 6 for the lower ability pupils when they studied root words.

83. Teaching is good overall and ranges from satisfactory to excellent. It is consistently very good and excellent for pupils in Years 5 and 6. Features of most effective lessons observed include:

- Very focused teaching and brisk pace;
- Work that is very well matched to pupils' stages of learning;
- Effective use of questions that require pupils to consider their thoughts and vocabulary before making a reply;
- Work that is marked to show whether or not pupils have achieved the learning objective of the lesson.

Good lesson planning, together with effective use of the early literacy strategy and the additional literacy strategy has had a positive impact on standards achieved by pupils with special educational needs. Homework is used appropriately to support learning; work set is appropriately matched to the differing levels of attainment of pupils in the class.

84. The management of literacy is satisfactory. Both literacy co-ordinators have considerable expertise between them, and are very good teachers who lead by example. Their roles should now be developed further to enable them to help raise standards through:

- More frequent and rigorous monitoring of teaching and learning;
- Greater use of assessment data in order to modify curriculum provision, monitor pupil performance over time, and set targets for learning.

Attractive book corners in each classroom try to compensate for the poor library accommodation. Every effort should now be made to pursue with the local education authority, the creation of a central library. There is no library in the village and very few pupils have the opportunity to visit a public library.

## **MATHEMATICS**

85. Results of assessments for seven year olds in 2001 showed performance to be very low when compared with either national or similar schools; consistent with the bottom five per cent of schools nationally. However, two-fifths of the year group had special educational needs. Evidence based on lesson observation and a review of work, confirms that across Years 1 and 2, pupils make satisfactory progress in terms of prior attainment. Overall standards have improved considerably since last year. The proportion of pupils with special educational needs, whilst above average, is much lower than last year. However, although the greater majority of pupils now at the end of Year 2 work at nationally expected levels, not enough do so. As a consequence, overall attainment is below expectation.

86. Results of national assessments for eleven year olds carried out in 2001, showed attainment to be average when compared with national results and those of similar schools. Inspection evidence indicates that although pupils made satisfactory progress between Years 3 and 6, attainment of pupils currently nearing the end of Year 6, is below average. Although this is less positive than that reported at the time of the last inspection, over two-fifths of pupils in the year group have special educational needs; a proportion that is well above average.

87. Although the school implements the National Numeracy Strategy to good advantage, in a small number of lessons seen, not enough attention is always given to improving mental computation. However, across the school, pupils with special educational needs receive good support in mathematics and make good progress in terms of prior attainment. The additional nationally funded 'booster groups' and 'springboard programme' have been used to good effect to support pupils' learning. Scrutiny of pupils' work, together with a review of teachers' planning, shows provision meets the requirements of the National Curriculum, and no difference was noted between the performance of boys and girls. Through providing a satisfactory number of opportunities for pupils to work collaboratively, the subject makes a positive contribution to pupils' moral and social development.

88. By the age of seven nearly all pupils add and subtract to 20. Higher attainers competently order larger numbers and partition two digit numbers. Most pupils measure length in centimetres and weigh objects more and less than one kilogram, but many find difficulty estimating accurately. Many pupils recognise two and three-dimensional shapes such as a pyramid, and sort various shapes into groups. They produce simple block graphs of their favourite fruits and record a traffic survey. However, there is an over-dependence on photocopied worksheets and workbooks, where there are occasions when work is not sufficiently well matched to the prior attainment of pupils; particularly higher attaining pupils. Where this is the case, it results in such pupils not always reaching the levels of which they are capable.

89. By the age of eleven, pupils have extended their knowledge of number and measurement. Higher attainers select the correct mathematical operation to solve problems and have a basic understanding of place value using decimals. The majority carry out simple algebraic problems, whilst higher attaining pupils often work confidently with algebra. Most pupils have a sound understanding of fractions but pupils at lesser stages of learning become confused using more complicated decimals or percentages. Most use two figure co-ordinates to draw shapes on squared paper including using negative numbers. They can solve time problems using hours, minutes and seconds and understand how to use a

calendar. Many interpret information from a temperature graph but data handling opportunities are limited and insufficient use is made of ICT to support the learning of pupils.

90. The majority of pupils have maintained the positive attitudes reported in the last inspection, especially in lessons where teaching is effective. Most pupils, including those with special educational needs, enjoy learning and are keen to succeed. In nearly all lessons observed, pupils worked well individually and collaborated well when required to work in groups. They clearly enjoy the competition and pace generated when given the chance of mental activity sessions.

91. The last inspection report highlighted the need for greater opportunities for pupils to use and apply their mathematical skills and knowledge to problem solving. The school has successfully addressed this issue. Across the curriculum, there is an appropriate use of pupils' numeracy skills; as in science when pupils produce tallies, tables and graphs to illustrate results, and in geography when working with co-ordinates. Pupils use their skills of measuring and weighing in the several aspects of design and food technology, and refer to timelines in history. Although there is evidence of the use of computers to support pupils' work in mathematics, the overall application of ICT to aid learning is too limited. In most instances, rather than apply their developing skills of ICT, pupils record procedures and outcomes, and draw tables and graphs by hand. The school has already highlighted this as an area for development.

92. Whilst the quality of teaching is good overall, it is not as high in Years 1 and 2 when, at the time of the last inspection it was reported to be very good. However, there have been several staff changes in this age group during the last few years, leading to a lack of continuity in teaching. No unsatisfactory teaching was observed during the inspection and there were many good lessons. In the most effective lessons pupils learn well because they are well motivated and challenged by the tasks teachers prepare, and the pace of lessons is brisk. Useful assessment procedures have been introduced since the last inspection. These include weekly assessments and more formal evaluation of pupils' knowledge and understanding at the end of units of work. However, the school does not yet make sufficient use of information gained from statutory or optional assessments to modify curriculum provision, to monitor pupils' progress or set individual targets for pupils' learning. The marking of pupils' work is inconsistent and pupils are given insufficient information as to how to improve their work.

93. The co-ordinators are experienced and have a good knowledge of the subject. They give good support to colleagues, and have organised a course for parents concerning initiatives related to the numeracy strategy. However, the co-ordinators' role in the monitoring of teaching and learning in order to raise standards is underdeveloped.

## **SCIENCE**

94. Results of Year 2 National Curriculum assessments for 2001 in science showed all pupils reached the expected level, consistent with the top 5 per cent of schools nationally. This was a noteworthy achievement considering two-fifths of pupils assessed had special educational needs. However, the proportion gaining the higher levels was well below average. Results of statutory assessment for pupils at the end of Year 6 have shown a steady year-on-year improvement since 1997. Overall performance in 2001 was above average when compared with national results and those of similar schools. All pupils gained the expected level; a creditable achievement when considering a quarter of the year group were on the school's register of special educational needs

95. Inspection evidence, confirmed by results of statutory assessments for 2002, for which no national figures are yet available, shows attainment at the end of Years 2 and 6 meets national expectations. Whilst this is a similar picture to that reported at the time of the last

inspection, it represents good achievement for pupils currently in Year 6, as two-fifths have special educational needs. Scrutiny of pupils' work, together with a review of teachers' planning, show provision for science meets the requirements of the National Curriculum. Pupils are given good opportunities to observe, experiment, predict, record and use the skills of scientific enquiry. No difference was noted between the performance of boys and girls. Pupils' learning of skills, knowledge and understanding as they move through the school, is good. Those with special educational needs receive good support; this enables them to achieve well in relation to prior attainment.

96. By the end of Year 2, pupils know the features of living things, and understand that different species of animals are found in different localities and habitats. Most pupils know and can name the main parts of the human body and plants. Pupils work with a range of materials which they classify according to a range of criteria. They demonstrate their understanding of living and non living things, of natural and man-made objects, and of those attracted by magnets and those that are not. Pupils understand the use of electricity and construct simple circuits. They investigate sounds around them, and, through making instruments of their own, learn how sound is made and how it travels. A review of work shows pupils have a satisfactory understanding of what makes a test 'fair'. For example, when investigating the most appropriate material for making an umbrella, pupils devised several ways to ensure their activity was undertaken in a fair manner.

97. By the end of Year 6, pupils have an appropriate understanding of the major body systems and main organs, including the workings of the heart. They conduct investigations to compare their resting pulse rate with that following a range of physical activities, they monitor the time taken for their pulse to return to its resting, original rate. Pupils understand the importance of the skeleton, and how muscles work to help our movement. Work related to food enables them to learn about the nutritional content of several food types, and appreciate the importance of a varied and balanced diet. Through investigations, pupils learn what plants require for healthy growth, and that whilst changes of state in some materials can be reversed, some changes are irreversible. Pupils undertake work on solids, liquids and gases, and carry out investigations involving solutions and mixtures. They gain an appropriate understanding of filtration, evaporation and condensation. Activities concerning forces give pupils a satisfactory understanding of friction, gravity and air resistance. When investigating the forces required to move objects across different surfaces, together with the rate of descent of parachutes, pupils include controls to ensure tests are fair. Further evidence confirming pupils' ability to conduct fair tests includes that relating to finding the best material to use for sound insulation, and to discover whether or not the surface area of a bowl makes a difference to the rate of evaporation of a liquid. Although there is evidence of pupils using ICT to support learning, there is not yet enough use of computer skills to report, record and illustrate findings of investigations. In nearly every case, reports, graphs, charts and conclusions are written or drawn by hand.

98. Pupils' attitudes to science are good. Pupils show much interest and enthusiasm, discuss their work sensibly, sustain concentration and become thoroughly involved in what they are doing. They benefit from the many opportunities that allow them to find things out for themselves and make decisions based on observation and investigation. The level of collaborative work undertaken makes a positive contribution to pupils' social development.

99. Teaching was good or better in two-thirds of lessons observed, including one judged excellent. The remainder was satisfactory. Teachers' knowledge of the subject is good. Teachers plan a sequence of activities with clear learning objectives that match the needs of pupils at different stages of learning. Most effective lessons observed were characterised by teachers' high expectations, good use of questioning to elicit pupils' understanding and prompt further enquiry, and good use of praise to motivate and encourage pupils. Pupils' learning in science is supported by the use of the school's conservation area and pond, together with visits such as that made by Year 3 to a nearby quarry as part of their work on rocks. Visitors enhance pupils' understanding, as when during the inspection, members of

the local health advisory service made a valuable contribution to the health and sex education element of the curriculum.

100. Science is well managed. A clear and helpful policy, together with a scheme of work provides effective support for staff in their planning. The quality of learning is evaluated through work sampling, and the subject co-ordinator has now begun to monitor the quality of teaching through lesson observation. Staff make effective use of day-to-day assessments to help plan what is to be taught next, and carry out end of unit assessments to check what pupils know and can do. However, the school does not yet make sufficient use of information from its range of assessment opportunities to modify curriculum provision, to track and record pupils' progress over time, or to set targets for their learning. The school acknowledges this is an area for further development.

## **ART AND DESIGN**

101. By the end of Years 2 and 6, attainment in art meets nationally expected levels. All pupils, including those with special educational needs make good progress in gaining knowledge and skills. Standards have been maintained since the last inspection.

102. Art makes a good contribution to pupils' social and cultural development. Pupils study the work of a range of famous artists including Monet, Lowry, Constable, Turner and Gainsborough. Sketchbooks are used satisfactorily through the school. Good links have been established across the curriculum, for example, clay work with science and history. The Art Day organised in collaboration with the local special school enabled pupils to participate in a wide range of art opportunities under the guidance of an artist in residence.

103. Pupils in Year 1 create self portraits and learn to mix paint for skin tones, hair and eye colours. They study the work of Matisse and create snail pictures in his style. Year 2 pupils visit the local church and make stained glass windows depicting themselves, their family and their interests. Pupils in Years 3 to 6 have experienced an appropriately wide range of materials and techniques with regard to drawing, painting and printing.

104. Teaching in the four lessons observed was good. Lessons are carefully planned, appropriate resources are to hand and pupils are given time to investigate and experiment before starting their piece of work. Effective support from teaching assistants raises the self esteem of pupils with special educational needs. In the lessons seen such pupils' work was a similar standard to their classmates. However, too limited use of ICT was seen in art.

105. Pupils enjoy art lessons and work with enthusiasm, sharing their ideas. They are beginning to evaluate their own work as well as that of their classmates. A part time teacher has recently taken over the co-ordination of art and design. She has considerable expertise and is very enthusiastic. Over a period of time, she worked with the school council during lunch hours to enable them to make a collage to hang in the children's corner of the local church. The plan is to produce one each half term to make this area really meaningful and develop even further the links between the school and the church.

## **DESIGN AND TECHNOLOGY**

106. Standards in design and technology have been maintained since the last inspection. Although no lessons were observable during the current inspection, a review of work, together with teachers' planning, confirms all pupils, including those with special educational needs, make satisfactory progress as they move through the school. Attainment at the end of Years 2 and 6 meets nationally expected levels.

107. Pupils in Years 1 and 2 use an appropriate range of materials to design and make a shelter for their own animal or toy. They develop satisfactory cutting, joining, gluing and

painting techniques to design and make a simple playground and moving pictures. Pupils' skills, knowledge and understanding are developed appropriately in Years 3 to 6. They develop a good understanding of food safety and hygiene by making their own pizza and bread, and a local baker was invited to demonstrate techniques. Older pupils have the opportunity to use a simple cam in their design of a moving toy. Good links have recently been established with ICT by the use of new 'logo' control equipment to support pupils' learning. However, there is little inspection evidence that step-by-step plans are used, products are disassembled or evaluated in relation to their purpose or ways suggested to improve design.

108. Discussions with pupils during the inspection showed pupils have positive attitudes towards design and technology. Teachers plan from a commercial scheme of work. However, although plans identify what pupils will do, they do not always identify the skills and knowledge pupils are required to learn. Some tasks set are prescriptive with too limited opportunities for pupils to develop their own creative ideas. The subject has not been a priority for some time and the new co-ordinator is holding the post in a temporary capacity. Her role has yet to be developed fully, in that she has no opportunity to monitor teaching and learning in classrooms other than her own.

## **GEOGRAPHY AND HISTORY**

109. Few lessons were observable for either geography or history during the inspection. However, discussions together with a review of pupils' work, confirm that all pupils, including those with special educational needs, make satisfactory progress as they move through the school. By the end of Year 2 and Year 6, attainment in geography and history matches that expected nationally for pupils of these ages. This is a similar picture to that reported at the time of the last inspection. A review of planning confirms provision for both subjects meet the requirements of the National Curriculum.

110. Pupils in Years 1 and 2 develop their understanding of chronology by comparing everyday Victorian life with that of today. Pupils undertake a study of a Victorian seaside holiday and note how it differs with such a holiday today. When visiting Weymouth, pupils note aspects that have changed over the years and those that have changed little, if at all. In geography, pupils produce a simple map to show their route from home to school. They survey shops in the village and suggest ways to make the local area safer. Between Years 3 and 6, pupils' historical knowledge of daily life and customs is developed through studies of the Ancient Greeks, Romans, Tudors and Victorians. All junior classes contributed to a successful topic on post war Britain and produced a display including information on immigration, transport and homes. This greatly enhanced their understanding and knowledge of life after the Second World War. In geography, pupils in Years 3 to 6 develop their mapping skills in which they recognise and use symbols on a map. They study the course of the River Severn from source to mouth, and understand terms including 'estuary', 'meander' and 'tributary'. Older pupils identify physical and human features in various locations in Europe such as identifying the reasons for land use in the Netherlands. However, literacy skills are not sufficiently well developed in geography and history due to the overemphasis on worksheets, that allows insufficient opportunities to extend pupils' writing skills.

111. Pupils' attitudes to geography and history are good. The majority of pupils, including those with special educational needs, show a lively interest in finding out about the past. Pupils appreciate opportunities for visits, role play and dressing in costumes of days gone by, as on the trip to the Bath Museum of Work associated with their topic on Victorians. Visitors to school include a parent who organises a regular history club. He often brings a range of artefacts such as old toys to capture pupils' imagination. This has a very positive impact on pupils' attitudes and greatly increases their interest in the subject.

112. The overall quality of geography and history teaching is sound. Teachers have good subject knowledge, manage pupils well, and use resources effectively to capture pupils' imagination. This has a positive impact on pupils' learning, including those with special educational needs. However, the quality of teachers' marking is inconsistent and targets to help pupils improve are rarely identified. The new co-ordinator is enthusiastic, but has no opportunity to monitor teaching and learning across the school. The library is not used effectively as a tool for independent learning, and the co-ordinator hopes to purchase more resources to provide greater breadth and challenge in pupils' work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. The previous inspection found attainment in information and communication technology (ICT) met nationally expected levels at the end of Years 2 and 6. Since then, the school has significantly improved provision for the subject, and staff have completed nationally funded training for ICT.

114. Observations from lessons and of pupils at work, a review of planning, and scrutiny of work, confirm that all pupils, including those with special educational needs, make satisfactory progress. At the end of Year 2, attainment meets nationally expected levels. In work covered, pupils in Years 3 to 6 work at levels consistent with those expected for their age. However, although the school as a whole meets the requirements of the National Curriculum, pupils currently nearing the end of Year 6 have not covered all elements of the curriculum. Therefore, by omission, attainment is below expectation. Whilst this would suggest performance at the end of Year 6 has not progressed since the last inspection, this is not the case, as it should be remembered that National Curriculum requirements have changed considerably, and the school is working towards meeting these. When taking into account the building works, together with the resulting disruption and lack of appropriate equipment to hand, it is a credit to the school that pupils have covered as many elements of the curriculum as they have.

115. Across the school, pupils experience keyboard and mouse operated systems. Pupils operate tape recorders to listen to pre-recorded stories and music, and to record items themselves. By the end of Year 2, pupils understand the importance of switches, buttons and keys in operating functions of basic household items. Older pupils appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life.

116. In classrooms, and in the small ICT suite, computers are in operation for much of the day, providing pupils with opportunities to develop their skills in ICT. Pupils in Year 1 use interactive programs, allowing them to enjoy stories and use the 'click and drag' procedure to move and draw items on screen. By the end of Year 2, pupils write sentences direct to screen, and use the shift key to obtain upper case letters, together with the space bar and backshift/edit. By the end of Year 6, pupils draft, edit, change size, style and colour of font, save and print their work. However, the application of these skills to enhance the presentation of extended writing is underdeveloped. Pupils successfully manipulate and change size and position of items on screen. They produce texts that incorporate graphics, and use text handling skills across the curriculum through the use of CD based encyclopaedic programs and approved Internet sites. However, review of work shows such activities have yet to become fully established in the day-to-day acquisition and use of information. With the exception of those in Year 3, pupils have yet to be taught how to use electronic mail for sending and receiving information. However, the school has identified this element as an aspect for further development.

117. A noteworthy feature of work in Year 6 is that related to multimedia presentations. Having considered the interests and appropriate format of presentation for children in reception, pupils in Year 6 have produced an animated electronic book on animals. Each

page contains a moving animal together with questions, activities and sound effects; all easily accessed through the mouse.

118. Pupils have good opportunities to investigate control technology. Younger pupils use programmable toys to enter directions for them to follow. Such activities reinforce understanding of direction, angles and distance, as well as developing skills associated with writing commands for the toy to follow. By the end of Year 6, pupils operate 'logo' style programs to devise and draw repeat commands, sequences and patterns. They use control techniques when using computers to control model cars and fairground rides they have constructed. A review of work confirms pupils have a satisfactory understanding of 'modelling' as they use programs to devise possible layouts for a living room, and as when they cost and design the layout for a garden.

119. Across the school, pupils use computers for basic numeracy activities. Whilst a review of work confirms pupils' use of basic spreadsheets to calculate the costs of a hypothetical holiday, evidence of ICT in support of data handling activities is too limited. Pupils' computer skills have yet to be used sufficiently to support work in mathematics and science. In both subjects, pupils write their accounts and findings of investigations, and draw graphs and tables of results by hand. The school has already identified this within the school development plan as an area for further development.

120. Pupils clearly enjoy ICT activities, and are eager to make use of their developing skills. When using computers, they behave very well and work sensibly, either by themselves or in pairs, and treat resources with care. Teaching in the few lessons observed was good. Teachers are secure in their subject knowledge and give pupils well paced, clear, step-by-step instructions. For example, pupils in Year 3 were given a clear demonstration on how to use a data handling program to produce graphs. Teachers make effective use of the large touch sensitive screen to demonstrate. Praise is used well to encourage pupils, and class organisation and management are good. At all times, when pupils required assistance, adults' responses demonstrated confident expertise.

121. The subject is well managed. The co-ordinator gives good support and advice to colleagues and has provided in-service training for the school's team of learning support assistants. A thorough policy, together with a scheme of work support teachers' planning. Satisfactory procedures are in place to record the skills pupils have covered, together with their levels of competence. The school has already acknowledged that in order to develop pupils' attainment further, it should make greater use of pupils' skills in ICT to support learning, particularly in mathematics and science. Under the leadership of the current co-ordinator, the school is well placed to make further gains.

## **MUSIC**

122. Evidence from lessons, together with the music element from assemblies, confirms that all pupils, including those with special educational needs, play their full part in all activities, and make satisfactory progress. By the end of Years 2 and 6, whilst overall attainment in music is in line with national expectations, the quality of singing exceeds the norm. This is a similar picture to the last inspection. A review of teachers' planning shows provision meets the requirements of the National Curriculum.

123. Music ranging from the classics to modern works, often from a variety of cultures, is used to good advantage to set the mood for both assembly and class activities. For example, during the week of the inspection, the music focus for assembly was 'Song of the Morning' by Edward Elgar, played by a brass band. Such a focus not only supports the development of pupils' listening skills, it enables them to identify a range of instruments and reflect on the style, themes and feelings that each composition portrays.

124. During hymn practice, pupils of all ages sing well. Good attention is paid to correct posture. Pupils respond enthusiastically to the warm-up exercises, and listen well to each other, as well as the CD or piano accompaniment. Across the school, pupils sing clearly, enthusiastically and in tune. Their diction is good, and they demonstrate a clear sense of rhythm. When singing 'Come and Shout for Joy', pupils in Years 1 and 2 perform a range of actions as they sing, moving in time to the rhythm of the words. By the end of Year 2, pupils play simple percussion instruments and understand and use different pitch, speed and loudness to a level appropriate for their age. When singing, pupils at the end of Year 6 come in at the start crisply, and show a good understanding of the use of dynamics, and how these can be used to good advantage when singing different words and musical phrases.

125. Throughout Years 3 to 6, pupils have sufficient opportunities for appraising music by different composers and from different cultures. They listen to and identify the structures and format of music. For example, having listened to 'Banuwa', pupils in Year 5 correctly identify the structure as a repetitive 'ABA'. They then sang the song as a round, before showing good understanding of 'texture' as they responded well to the challenge of dividing into three groups, each singing the tune at a different pitch. Pupils show satisfactory ability to read and perform rhythm patterns and notations from a grid; observing musical 'rests' as they do so. Recorded evidence confirms pupils in Year 6 use their own musical notation to compose sound pictures of a rough sea, a busy town, and the sound of a river. Having written their works, pupils used a range of instruments to play them. They then evaluated their work.

126. Pupils' attitudes to music are good. Pupils respond very well in lessons and hymn practices in an alert manner. They listen attentively, and are eager to participate. The quality of teaching observed was good. Objectives for lessons are clear, and pupils are given clear explanations at the start of sessions. Teachers join in with activities and have good rapport with pupils. These factors combine to give pupils confidence to participate fully. All sessions showed a good balance between talking, listening and performing.

127. Satisfactory provision is made for pupils wishing to learn instruments. Staff from the local authority's peripatetic music service provide regular tuition for brass instruments, and a number of pupils learn the recorder. Pupils' musical experiences are enhanced by visiting musicians including 'Drum Crazy' who performed and worked with pupils in 'rhythm workshops', and 'Rainbow Banda' - a performance of rhythms and dance. Visits to Wells Cathedral School orchestral concerts, and visits from a nearby secondary school's wind band give pupils an appreciation of music from larger ensembles. Although pupils perform for parents and other groups at several times during the year, at present, the school has no choir. However, plans are now in hand to start a choir in order to enhance pupils' opportunities to enjoy singing and to perform to others. The subject is soundly managed. Appropriate documentation is in place to support teachers' planning. Music makes a positive contribution towards the provision of pupils' spiritual, social and cultural development.

## **PHYSICAL EDUCATION**

128. Evidence from lessons observed, together with discussions with teachers, confirms physical education has maintained its position since the last inspection in that pupils make satisfactory progress as they move through the school. At the end of Years 2 and 6, pupils' performance is consistent with national expectations. Pupils with special educational needs play a full part in all activities and make sound progress. All pupils understand the importance of warming up at the start of lessons and cooling down at the end. They recognise the need for exercise to maintain healthy bodies. A review of planning confirms provision meets the requirements of the National Curriculum.

129. In a movement lesson, on the theme 'Freezing and melting', pupils in Year 1 interpreted the rhythm and mood of the music well to move like spiky pieces of ice that then melted into smooth flowing water. Pupils used space well, and showed good extension of fingers, hands

and feet. Many showed smooth and balanced transitions as they changed form. Pupils in Year 5 showed good levels of agility, co-operation together with awareness and use of space as first they performed the 'Virginia Reel', and then quickly learnt and performed a new dance, the 'Pat-a-cake Polka'. Pupils successfully performed a range of steps and routines, all performed in good rhythm to the music. Pupils worked well with their partners. They showed considerable poise, balance and an awareness of their partner's movement.

130. In an outdoor activity session, pupils in Year 4 worked well to improve their skills of jumping using first a standing, then a running take-off. Pupils showed growing accuracy as they threw bean bags into hoops at different distances. As they worked to improve the number of 'laps' they could complete on a shuttle run, pupils concentrated well, concentrating on correct head, arm and leg positions. In outdoor games, pupils in Year 5 worked well to improve personal performances over a range of athletic events. In so doing, gaining points leading to the award of a certificate. Pupils in Year 6 were observed working to improve their technique of throwing. In so doing, they concentrated well and responded well to the good demonstration given by the teacher.

131. The school makes good provision for swimming. Pupils in Years 3 to 6 have swimming sessions each year at a pool in Frome. It is reported that by the time pupils leave at the end of Year 6, nearly all are able to swim the required 25 metres. Appropriate provision is made for pupils' outdoor adventurous activities. A variety of field trips, together with residential visits to outdoor activity centres, provide for orienteering, abseiling and a range of team building activities.

132. Pupils have positive attitudes to physical education. They enjoy physical activities and co-operate well individually, in groups and pairs. They listen carefully to instructions, concentrate well, respond quickly and work sensibly. Pupils take pride in demonstrating for the rest of the class, and appreciate the efforts of others. They evaluate sensibly the performance of others, stating aspects they feel to be successful, and where improvements can be made.

133. Teaching was judged to be good in half the lessons observed, with the remainder satisfactory. Lessons are well planned and show a clear development of skills and activities. A common strength is the importance placed on drawing attention to good or praiseworthy attempts. In all lessons observed, teachers had high expectations. They gave effective demonstrations and clear explanations. Where appropriate, adults worked directly with pupils to support learning. Appropriate documentation supports teachers' planning for the development of pupils' skills across each element of the curriculum. The subject contributes well to pupils' social and moral development through them working in groups and teams, and by complying with the various rules and requirements of the games and activities in which they participate.

## **RELIGIOUS EDUCATION**

134. The school has maintained standards in religious education since the last inspection. All pupils, including those with special educational needs, play their full part in lessons and make satisfactory progress. At the end of Years 2 and 6, attainment meets the requirements of the locally agreed syllabus.

135. The youngest pupils know that Christians believe Jesus is special and that He was a gift from God. They consider the idea of 'something special', and realise that gifts that do not cost money can be precious. They understand people can belong to different groups, family, school, clubs and faith. The very attractive display put together after a visit to the local church indicates good learning about the features of a church and its activities.

136. Older pupils study Christianity, Judaism, Hinduism and Islam; this contributes well to their spiritual, moral and cultural development. Pupils in Year 3 demonstrate good understanding of Christian beliefs through studying religious metaphors – Jesus as light, shepherd, rock and vine. Those in Year 4 contribute well to a thoughtful discussion about care for the environment. Pupils in Year 6 have a sound understanding of Jewish beliefs including the sacred texts and the respect with which Jews hold them.

137. No lessons were observed for pupils aged between five and seven, but a review of work, together with a display of work connected to the church visit indicates good teaching and learning. The teaching in the three lessons observed for older pupils was good. Lessons were well planned, used a variety of teaching styles and captured and sustained pupils' interest. Activities were interesting and motivated pupils to work hard. For example, pupils in Year 5 wrote their own poem or prayer for a scroll to present in 'Sharing Assembly'. Within work reviewed, there was little evidence of ICT being used. This is an area for further development.

138. Pupils display good attitudes to learning. They listen attentively, answer questions thoughtfully, and express their opinions clearly. Effective support is given to pupils with special educational needs. The headteacher co-ordinates religious education effectively. There are sufficient resources that are used well to support teaching and learning.