

INSPECTION REPORT

ST BENEDICT'S CATHOLIC PRIMARY SCHOOL

Midsomer Norton, Radstock

LEA area: Somerset

Unique reference number: 123840

Headteacher: Mr David Cahill

Lead inspector: Mr Paul Nicholson

Dates of inspection: 22nd – 25th June 2004

Inspection number: 257600

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary school
School category:	Voluntary aided ¹
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	211
School address:	Charlton Lane Midsomer Norton Radstock
Postcode:	BA3 4BD
Telephone number:	01761 418594
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Richard Jones

Date of previous inspection: May 1998

CHARACTERISTICS OF THE SCHOOL

St Benedict's School is an average sized voluntary aided Catholic primary school situated on the edge of Midsomer Norton. It is a popular school that serves a large area of mainly privately owned homes. Currently, there are 211 pupils (116 boys and 95 girls) on roll aged four to 11 years. When children enter the school, their attainment is similar to that expected for their age, with strengths in their personal, social and language development. Almost all of the pupils are of white British origin. None speaks English as an additional language. Five per cent of pupils are known to be eligible for free school meals, which is below the national average. The proportion of pupils identified as having special educational needs is close to the national average and one pupil has a Statement of Special Educational Needs. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is below that found nationally.

¹ Because St Benedict's Catholic Primary School is a voluntary aided school the inspection of religious education and collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by the inspector approved by the diocese and appointed by the governing body.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25406	Paul Nicholson	Lead inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs
9446	Helen Griffiths	Lay inspector	Personal, social and health education
20010	John Sangster	Team inspector	English Science Art and design Italian
20934	Jennie Cutler	Team inspector	Foundation Stage curriculum Geography History Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a **satisfactory** quality of education. The overall quality of teaching is satisfactory. Pupils make steady progress in their learning and standards are average. This represents satisfactory achievement. The school is soundly led and managed. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils do well in reading.
- The more able pupils in reception and Years 1 and 2 do not do well enough, particularly in writing and mathematics.
- Pupils have positive attitudes and are well behaved.
- In planning for the future, there is not a sharp enough focus on whole-school developments.
- The roles of the senior staff and subject co-ordinators are not sufficiently well developed.
- It is a caring school and provision for pupils' moral and social development is good.
- There is good support for pupils with special educational needs so they make good progress towards their individual targets.

The school has made satisfactory progress since its last inspection. It has developed suitable schemes of work and successfully improved its provision for ICT and reading. The roles of subject co-ordinators have improved but remain an area for development.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	C	C
Mathematics	A	A	B	B
Science	D	A	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.

Overall, children in reception and pupils in Years 1 to 6 achieve **satisfactorily**. They do well in reading and pupils with special educational needs achieve well. The more able pupils in the younger classes do not do as well as they could. A high level of staff absence has slowed the progress of older pupils. The work seen during the inspection indicates that:

- children in reception are on course to reach the national standards, the Early Learning Goals, in all areas of learning, including personal, social and emotional development, communication, language and literacy and mathematical development;
- by the end of Year 2, pupils reach standards which are above average in reading. In writing and mathematics, standards are below average because, while the majority reaches the expected standard, more able pupils are not given sufficient challenge so as to reach the higher standard;
- standards in the current Year 6 are average in English, mathematics and science. Standards in reading remain above average but pupils do not fully develop their writing skills. Standards in ICT have improved and are now average.

Overall, pupils' personal development is **good**. The school's provision for spiritual and cultural development is satisfactory. Moral and social development are good and so pupils have positive attitudes and their behaviour is good. Their rate of attendance is well above the national average.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory**. In reception, teaching is satisfactory and children make a sound start to their time in school. In Years 1 to 6, teaching is satisfactory and at times good. The school provides pupils with a satisfactory range of learning opportunities. There is good provision from pupils with special educational needs and a good range of extra-curricular activities available. Pupils are well cared for and there are satisfactory links with parents and good links with the community.

LEADERSHIP AND MANAGEMENT

Leadership, management and the governance of the school are all **satisfactory**. The headteacher has a clear vision for the school but planning for the future needs a clearer focus. The roles of the subject co-ordinators and other key staff are not sufficiently well developed. Governors are supportive and have a good understanding of the strengths of the school, though less of its weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have positive views of the school. However, a significant number of parents are dissatisfied with their links with the school. The school provides parents with satisfactory information but does not effectively seek parents' views or respond well to their concerns. Some parents were not satisfied with homework provision and the school acknowledges that consistency has not been maintained during recent staffing difficulties. The majority of pupils express positive views of the school. They enjoy new activities in lessons and appreciate the help teachers give them when they are stuck. They know who to seek advice from if they have a problem.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- have a sharper focus on whole-school priorities for development when planning for the future;
- develop the roles of the senior staff and subject co-ordinators in the development, monitoring and evaluation of teaching and the curriculum;
- increase the proportion of good and better teaching so as to raise achievement;
- raise the achievement of the more able younger pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

For children in reception and pupils in Years 1 to 6, achievement is **satisfactory**. Pupils with special educational needs achieve well. Overall standards are average in Year 2 and in Year 6.

Main strengths and weaknesses

- Throughout the school, pupils do well in reading.
- Standards reached by the more able pupils by the end of Year 2 are not high enough.
- Pupils with special educational needs make good progress.
- Standards in ICT have improved and pupils make good use of their computer skills to support their learning.
- Teachers do not give pupils sufficient opportunities to extend or make full use of their literacy and numeracy skills to support their learning in other subjects.

Commentary

1. At the time of the last inspection in May 1998, overall standards were average. In most subjects, pupils made satisfactory progress and attained the expected standards for their age. Pupils did well in writing but there were weaknesses in reading, ICT and art and design. Since that time, the school has focused on improving its provision in reading and ICT and with a good degree of success. The school's results in national tests at the end of Years 2 and 6 have been improving at a similar rate to that found nationally. At Year 2, the pupils' performance has varied from year to year, with standards ranging from below to well above average. Results at Year 6 have been more consistent and in the main, well above average. However, a barrier to learning over the last two years has been the high incidence of staff absence due to illness. This has had a significant impact on standards and achievement by the end of Year 6.
2. **Foundation Stage:** Children enter the reception class with a broad range of experiences and their overall attainment is slightly above that expected for their age. In particular, children enter with above average attainment in their personal and social skills and in their early language development. Children make satisfactory progress and by the end of reception most reach the expected Early Learning Goals² for their age in all areas of learning, including personal, social and emotional development, communication, language and literacy and mathematical development. This represents satisfactory achievement in all areas of learning and reflects satisfactory teaching and learning in reception. However, more-able children do not make enough progress in developing their early writing skills. Children's satisfactory achievement in their physical development is an improvement since the last inspection.

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the six areas of learning: communication language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy children should be able to write their own name and other things such as labels and begin to write simple sentences.

3. **Key Stage 1:** The variations in the pupils' performance in national tests at the end of Year 2 reflect differences in the attainment of different groups of pupils and relative strengths and weaknesses within the teaching. In Years 1 and 2, pupils do well in reading because of the improvements since the last inspection in teachers' knowledge and in the resources available. These have resulted in good teaching in this area. In recent years, the results in national tests in reading have been above or well above the national average. Standards in the current Year 2 are above average and this represents good achievement in reading. In writing, results have been more variable and in the 2003 tests they were below average. Standards are similar in the current Year 2. The school correctly identified this as an area for development and has introduced a number of initiatives aimed at improving writing, including strategies for improving boys' attitudes to the subject but it is too soon for these to have had a significant impact. Pupils make satisfactory progress in developing their literacy skills but do not make sufficient use of them in longer pieces of writing to develop their proficiency in writing fully.
4. Standards in mathematics in the current Year 2 are below average. Most pupils reach the expected standard for their age but fewer than expected go on to reach the higher standard, Level 3. Standards in science are average; all pupils reach the expected standard but fewer than expected reach the higher standard. For the majority of pupils, their achievement in writing, mathematics and science is satisfactory. However, the more able pupils could do better if they were given more challenging activities.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.3 (16.4)	15.7 (15.8)
Writing	14.3 (14.3)	14.6 (14.4)
Mathematics	16.9 (16.9)	16.3 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

5. **Key Stage 2:** The school's performance in national tests at the end of Year 6 over recent years has been above average in English and well above average in mathematics and science. In 2003, the results were average in English, above average in mathematics and well above average in science. Although the school has worked hard at trying to ensure continuity in learning during a long period of staff absences, the high turnover of supply teachers has slowed the rate of pupils' progress. In the current Year 6, standards are broadly average in English, mathematics and science. This represents satisfactory achievement compared with good achievement in previous years. Standards in ICT are now average by the end of Year 6, which is an improvement since the last inspection when they were below average. Great strides have been made to improve resources and to support and guide teachers and so pupils satisfactorily tackle tasks, such as creating multimedia presentations.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (28.5)	26.8 (27.0)
Mathematics	27.8 (29.4)	26.8 (26.7)
Science	30.7 (30.2)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

6. Lower attaining pupils and those with special educational needs throughout the school make good progress towards their individual targets. They are supported effectively by teachers and teaching assistants, both in class and in small groups.
7. Across the school, pupils make good use of their ICT skills to support their learning in other subjects. Staff and pupils make effective use of the ICT suite and the interactive white boards in each classroom. However, teachers do not make sufficient use of pupils' skills in literacy and numeracy to consolidate their learning in these subjects and to support their learning in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Attendance is **very good** and punctuality is **good**. Pupils' personal development is **good** overall.

Main strengths and weaknesses

- In their questionnaire, the majority of pupils said that they liked school and enjoyed their lessons.
- Pupils are enthusiastic and keen to learn.
- Pupils' moral development is good and so they behave well.
- Relationships between pupils and among pupils and adults are very good.
- Pupils enjoy taking responsibility and show good levels of respect for one another's feelings and beliefs.
- The pupils' attendance rate is well above the national average.

Commentary

8. At all stages, pupils enjoy school and all it has to offer. Children in the reception class settle quickly into school routines. Pupils in Years 1 to 6 have good attitudes to learning and want to do well. They are keen to put forward their ideas. They co-operate well and are trustworthy. Older pupils always respond well to teachers' expectations of them and are confident, friendly and polite. They are friendly and courteous to visitors. Pupils concentrate well and want to succeed and, when given the opportunity, they show initiative and imagination. Their positive attitudes are supported well by the school's provision for their personal development, which is good overall, with strengths in social and moral development. Pupils' spiritual and cultural development is satisfactory. Pupils are given suitable time to reflect on their own beliefs and the beliefs of others. They are developing links with a school in Italy, listen to music, appreciate their environment and satisfactorily learn about other cultures in geography but their knowledge of the diversity of cultures in modern Britain is limited.
9. The school's ethos and the moral development of the pupils are good and so they behave with consideration for others and have a well-developed sense of how their behaviour might affect others. Behaviour is good in lessons and at playtimes. In assemblies, it is very good. Occasionally, when the pace of the lesson is too slow or work is insufficiently demanding, younger pupils become restless and waste time. In the questionnaire, parents felt strongly that behaviour was good. Pupils respect their teachers, who offer them good examples of courtesy and fairness. Pupils are well aware of how they should behave and fully understand the difference between right and wrong. The encouragement of good behaviour, which includes celebration assemblies and badges, is effective and valued by pupils. No bullying or harassment was observed during the inspection and pupils knew what they should do if it should occur. There were no exclusions last year.
10. The good provision for pupils' social development contributes well to the very positive relationships within school. Assemblies, masses and the good opportunities for pupils to take responsibility encourage a sense of community and pupils are strongly supportive of one another. On several occasions, pupils were seen to help one another in lessons. They appreciate one another's efforts. In discussions, they particularly liked the friendly atmosphere of the school and the support they received from teachers. Pupils are enterprising and respond well to the many opportunities for taking responsibility, for example, in the School Council and through the use of the privilege card for older pupils,

which allows them to choose certain activities as a reward. The degree of racial harmony appears high. One Year 6 pupil commented that, "We're all kind in this school". This security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extra-curricular activities is good.

11. Pupils' attendance is very good and well above the national average. Unauthorised absence is nil and punctuality is good. The administrative officer monitors attendance weekly and parents are conscientious about informing the school of any absence. The school is supported well by the Educational Welfare Service.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.5
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a satisfactory quality of education for its pupils. Teaching and curriculum are satisfactory. The school takes good care of its pupils. There are satisfactory links with parents and good links with the community.

Teaching and learning

The overall quality of teaching is **satisfactory**. Pupils make **satisfactory** progress in their learning. Overall, assessment procedures are **satisfactory**.

Main strengths and weaknesses

- Previous weaknesses in the teaching of reading and ICT have been successfully addressed.
- Teachers make good use of resources and ICT to help pupils learn.
- Teachers manage the pupils well and provide good levels of encouragement
- Staff provide good support for pupils with special educational needs.
- Although satisfactory overall, teaching is not effective enough to ensure good or better learning across the school.
- Teachers do not make full use of the assessment data they gather.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	9	15	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teaching and learning in reception are satisfactory. Planning is soundly based on the areas of learning and ensures satisfactory achievement for most children. Planning is not always adequate for the more able children, particularly in writing. Staff provide good levels of care and encourage the children to be independent. In the main, they manage the children well, so children's behaviour is at least satisfactory. Strategies used to manage the pupils are not always sufficiently effective to ensure good levels of attention, particularly during whole class sessions on the carpet. Teaching assistants are used well to provide good support for those children with special educational needs. In some lessons, there are too many activities going on at one time. This means that aims and objectives are not always clear, with the result that children cannot always reflect on what they have learned.
13. In Years 1 to 6, teaching is satisfactory and at times good. Teachers skilfully manage the pupils and provide a caring environment in which very positive relationships grow. Staff value the contributions of pupils and provide good levels of encouragement and regular opportunities for pupils to work collaboratively. Consequently, pupils' behaviour is good and they are keen to do well. Teachers have a sound understanding of the subjects they teach. The school has successfully addressed the weaknesses noted at the last inspection in teachers' confidence and expertise in reading and ICT. Teaching and learning in these subjects have improved and teaching in reading is good. Teachers make good use of the resources available, for example, in practical subjects such as mathematics and science. In particular, they make effective use of ICT to support their teaching by using the interactive white boards, for example, to display lesson objectives, demonstrate programs and show video clips that reinforce pupils' learning.
14. The overall quality of teaching is similar to that found at the last inspection. During the inspection, teaching ranged from unsatisfactory to good. In the good lessons seen, the pace of activities was brisk and there was a clear focus on what pupils were to learn. Learning objectives were shared with the pupils at the start and reinforced well during the lesson and at the final discussion period. Activities were carefully planned so as to meet the needs of all groups of pupils; the more able as well as those with special educational needs. Strengths in the teaching outweigh the weakness. Teachers do not share good practice enough to help other teachers improve. In lessons that are satisfactory and unsatisfactory, teachers' expectations of what the more able pupils can achieve are not always high enough, particularly in reception to Year 2. Activities for these pupils do not always sufficiently challenge or extend their learning through investigative activities that develop pupils' independent learning skills. The school has identified this as an area to develop and intends to introduce a training programme to strengthen this area.
15. There is good quality and sensitive support for pupils with special educational needs, which increases their self-esteem and enables them to learn effectively. Learning support assistants work closely with the special needs co-ordinator and class teachers. The regular reviews of pupils' achievement and good quality individual education plans for these pupils ensure that work meets the pupils' specific needs. All staff are aware of the specified targets for pupils with special educational needs and so these pupils do well.
16. Pupils' work is regularly marked but the quality is variable. It ranges from useful comments that help pupils to improve to just ticks. Staff have established satisfactory procedures for assessment and record keeping in the Foundation Stage and all subjects in Years 1 to 6. Assessment data is used satisfactorily to record what pupils can do but is not always well used to identify activities to stretch and challenge the more able and to

track pupils' progress through the school. The school has made a satisfactory start to tracking pupils' progress in the core subjects through the purchase of software intended to help teachers. Pupils have a satisfactory understanding of how well they are doing and what they must learn to help them improve. Useful individual pupil targets are set in the profile books in which pupils keep their work from one week each term.

The curriculum

Overall, the curriculum is **satisfactory**. Enrichment activities are **good**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Teachers now use guidance on teaching subjects, but co-ordinators do not monitor how well the curriculum is being taught.
- The way the curriculum is organised does not give some pupils the chance to use their literacy skills well enough in other subjects.
- Resources and planning in ICT have improved.
- Pupils with special needs are well provided for and included in the life of the school.
- Extra-curricular activities are good.
- Resources and accommodation have improved, but there are still shortcomings in the reception class.

Commentary

17. The school provides a curriculum that meets statutory requirements. Teachers have addressed the curriculum weakness identified in the last inspection and now use the nationally recommended guidance and commercial schemes of work. This helps pupils learn in a continuous and progressive way. Whilst this is partly successful, teachers' planning does not always give the more able pupils the chance to make even better progress. Pupils' achievements in writing are hampered because there are insufficient opportunities for pupils to use and develop their writing skills. This affects the way some pupils learn, especially the more able, so that they do not make good enough progress or attain higher standards in line with their capabilities. There is no overall curriculum plan that gives teachers a clear overview of the sequence in which units are taught.
18. Curriculum co-ordinators have not had enough opportunity to check on how well the schemes of work have been put into practice, and the school has not yet adapted the Literacy Strategy creatively enough to tackle the weaknesses in writing. Consequently, standards are below average in writing for younger pupils and only average in Years 3 to 6. In particular, some pupils are not using the skills they have learned in English to help them in other subjects, such as history and geography. However, improvements in the curriculum provision for ICT have enhanced the way pupils learn and are having a positive effect on standards, especially in Years 3 to 6, where standards in ICT were a weakness at the time of the last inspection. The provision for pupils with special educational needs is good. Teachers, supported by the co-ordinator, produce good quality individual education plans, which are regularly reviewed and are effective in meeting these pupils' identified needs.
19. Extra-curricular activities, a range of visits and visitors, and residential trips make a valuable contribution to pupils' confidence and self-esteem. Pupils benefit from artistic, musical and sporting opportunities.
20. The accommodation is satisfactory and resources are adequate in most areas. They are good in mathematics and ICT. However, some books and equipment are tired and worn.

This is particularly so in the reception class, where the courtyard for outside play is small and poorly looked after, which makes it dull and uninviting.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **satisfactory**. The involvement of pupils through seeking and acting on their views is **good**.

Main strengths and weaknesses

- There are effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide good levels of care.
- The induction arrangements for pupils in reception are good.
- The involvement of pupils in the school's work is good.

Commentary

21. There is a strong, caring ethos within the school. This is supported by effective procedures for care and pupils' welfare. Procedures for child protection are good. The headteacher, who is the designated person for child protection, and the special educational needs co-ordinator have had recent training. All staff are very aware of child protection issues and keep logs of concerns as appropriate. The school has good health and safety procedures. Risk assessments are regular and health and safety practice is good throughout the school. Supervision at lunch and play times is good. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and good numbers of staff have been trained in first aid. Parents feel strongly that their children are well supported and cared for.
22. There is a strong bond of trust between pupils and all adults who work in the school. Most pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and offer them good support, particularly those with special educational needs.
23. There are good arrangements for children when they start at the school, which include a useful welcome pack and preliminary visits to the reception classroom. Parents and children feel well prepared for their new experience. The school has effective procedures for seeking pupils' views, including through circle time, assemblies and the School Council. The pupils' suggestions on improving the cloakrooms and the playground facilities have already been adopted. Most pupils in their questionnaire felt confident that their views could be heard and acted upon.

Partnership with parents, other schools and the community

The school's links with parents are **satisfactory**, a decline from the last inspection. Links with the community and with other schools are **good**.

Main strengths and weaknesses

- A significant number of parents are dissatisfied with their links with the school.
- There are good links with other local schools through sport.
- There are good links with parents of children with special educational needs.
- The Friends Association is very supportive.

- Links with the community support pupils' learning.

Commentary

24. In a relatively high return to the questionnaire, the majority of parents and carers expressed satisfaction with most aspects of the school's work. However, a significant minority did not feel comfortable about approaching the school with their concerns. They also felt that the school did not listen to their views or handle their concerns and complaints satisfactorily. The findings of the inspection endorse parents' views: the school is not enabling all parents to fulfil their role as partners in their children's education. Parents who expressed concerns to the school did not always receive a satisfactory response. Parents also felt that they were not kept informed about changes in staffing, particularly during the recent, unfortunate, high incidence of staff illness. Teachers are always available for informal consultation at the end of the day, but this is obviously not convenient for the many parents whose children come from some distances by bus. The school is trying to remedy this through sending out information on line.
25. Although some parents feel that they are not well-informed about their children's progress, information provided for them is satisfactory. An unusual and imaginative way of sharing information about pupils' progress is in the provision of profile books, containing a week's work each term, which are shared with parents. The prospectus and governors' annual report to parents are well, if formally, presented and comply with requirements. The school does not consistently provide parents with information about what their children are to learn. Some parents were not satisfied with homework provision and the school acknowledges that consistency has not been maintained during recent staffing difficulties. Newsletters are helpful in informing parents of events, but do not always keep parents up to date about, for example, class changes. The school does not seek parents' views in order to involve them in the work of the school
26. Attendance by parents at consultation meetings, masses, services and performances is good. Parents are involved early in any behavioural issues. Induction procedures are good and include helpful information about starting school. Links with parents of children with special educational needs are good and these parents expressed considerable satisfaction with the way that the school handled concerns in this area. The Friends Association runs a good range of social and fund-raising activities and raises very good sums to buy equipment to support children's learning. A good number of parents help in school on a regular basis.
27. There are good links with the local playgroups and good links with the local secondary schools, including visits by Year 7 teachers who take classes in French, mathematics and art, as well as consulting with teachers on academic and pastoral areas. There are good links with other local primary schools through sports and staff training.
28. The school has good links with the local community. For example, the Abbot visits regularly and pupils visit the nearby abbey and cathedral for services. The school is the centre for seven local parishes. Several local groups use the school for activities. Sponsorship has been obtained from a local company for sports equipment and the school makes good use of the swimming pool at a neighbouring hotel. There are good links with a local rugby club and good use is made of professional coaches in extra-curricular sports activities. Local authors and historians visit the school regularly, children's work is exhibited at the local museum and pupils take part in the local carnival.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- Planning for the future lacks a clear focus.
- Subject co-ordinators and other key staff do not have sufficient opportunity to monitor their areas of responsibility.
- Governors have a good understanding of the strengths of the school though less of its weaknesses.
- The headteacher has a clear vision for the school.
- There is insufficient evaluation of the effectiveness of teaching and learning.
- The school manages provision for pupils with special educational needs successfully.

Commentary

29. The school's governing body ensures that the school meets all the legal requirements, including those about racial equality. It has a clear understanding of the strengths of the school, such as the care shown to its pupils and the improved facilities for information and communication technology. Individual governors achieve this through regular visits to the school and participation in activities, including a residential trip. The governing body is not sufficiently involved in identifying areas for development and in formulating the school's improvement plan.
30. The headteacher has a clear view of what he is aiming to achieve, in terms of personal development for pupils. However, there is not a clear management structure in the school to involve other staff in developing this vision, and individual subject co-ordinators have not been able to implement and evaluate changes in their subject, except when they have been a main focus for development, as with ICT. Developing the role of the curriculum co-ordinator was a key issue in the last inspection and this has not yet been achieved, except in so far as they have developed schemes of work for their subjects. The co-ordinator for special educational needs manages this aspect well and this ensures that provision is good and that these pupils do well.
31. The school's improvement plan identifies areas for development, but these have not been put into an order of priority, nor are the criteria against which success is to be judged set out clearly. Other staff are involved in the formulation of the plan through performance management, but there is room for greater involvement by other members of the school community, including governors and parents, in its formulation.
32. The school has identified developing teaching and learning as a priority. Although the headteacher monitors teaching and learning, not enough staff are involved both in this and in the monitoring of the curriculum to enable the best practice in the school to be widely shared. The school is beginning to address this issue in its consideration of the need for workforce reform, which is intended provide teachers with more time for these activities.
33. The financial management of the school is sound. A reasonable sum is carried forward from the budget to enable the school to meet unforeseen costs, for instance, caused by

staff illness. The day-to-day monitoring of expenditure is carried out efficiently by the headteacher and administrative officer, and governors monitor the process regularly. Due regard is paid to obtaining the best value.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	485,707
Total expenditure	481,397
Expenditure per pupil	2,270

Balances (£)	
Balance from previous year	26,070
Balance carried forward to the next	30,380

COMMUNITY PROVISION

34. The school has been involved for some years in a good number of family learning courses for local parents and families run by, for example, Relate. The local education authority runs adult education courses at the school for teaching assistants and workshops in ICT for parents. During the inspection, none of these courses were currently being run so it is not possible to comment on the quality of the provision. The school is well involved in a community tennis partnership and holiday soccer schools. The school recently received an affiliation award from the Football Association for its work in supporting youth activities.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is **satisfactory**.

35. Teaching, learning and children's achievement are satisfactory. From a slightly above average start, most children are on course to attain most of the Early Learning Goals by the time they leave the reception class. Strengths in the provision lie in the way staff encourage children to be independent, use the interactive white board in all sorts of situations and support children who have special educational needs. The teacher's expectations of behaviour are not always high enough and at times there is inadequate planning for support staff, particularly during whole class sessions on the carpet. Overall, the curriculum is satisfactory and there is now closer reference to the areas of learning that children are expected to cover. Weaknesses in planning include too many activities going on at one time. This means that aims and objectives are not always clear, with the result that children cannot always reflect on what they have learned. There is inadequate planning for the more able, particularly in writing. There is a lack of resources in the poorly maintained courtyard for outside play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Staff encourage children to be independent and feel secure.
- Children are happy and mostly get on well with one another.
- Staff do not always insist on the highest standards of behaviour, and children do not always listen attentively to them.

Commentary

36. Teaching and children's achievements are satisfactory. Children are on target to meet the expected standards by the end of the reception year. Children enjoy coming to school, are helped by their parents to start the day and settle well so that they feel secure and valued. Support staff are very caring if children are upset or if those with special educational needs need extra help and attention. Children are willing learners and mostly get on well with their classmates. When staff do not insist that children listen attentively, and when instructions are too long or not clear, some lose concentration and become upset. Relationships suffer and behaviour deteriorates. Consequently, achievement is affected and children do not learn as well as they are able.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children are learning to read well.

- Children are good at joining in conversations and have a lot to contribute. They are good at role-play.
- Samples of work show that there is not enough challenge for the more able children in writing.

Commentary

37. Staff and volunteers all help children to make steady progress in their reading. Reading records show that children's achievements are carefully noted so that they can move on to progressively more demanding books. Many children are articulate, and can join in conversations and discussions easily, so this makes them confident in their role-play. They are at ease with the interactive white board and enjoy acting out the stories they know. Teaching is satisfactory and most children show that they will reach the goals expected by the time they come to the end of their time in the reception class. However, they do not make enough progress in writing. There is not enough challenge offered to children who are more able. They do not write enough or form well-structured sentences. They do not take enough pride in forming letter shapes and are content with their first attempt. The teacher's expectations are not high enough so many children do not develop their writing beyond a few simple sentences.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Lesson endings are not always sharp enough for children to assess what they have learned.
- There is good support for group activities from teaching assistants.

Commentary

38. Teaching is sound and children make satisfactory progress. Most are on target to reach the expected goals by the end of the reception year. They work purposefully and enjoy lots of practical activities. They show that they can be independent. Learning is better when staff spend time with specific groups to develop their mathematical language and encourage conversation. This was particularly successful when the children made milk shakes. Children also successfully develop their understanding of volume and make greater strides when they can talk about what they have learned to the rest of the class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children confidently use computers and the interactive white board.
- Role-play helps children develop their knowledge and understanding of the world.
- There is not always enough attention given to extending the more able children, particularly where there is a chance to develop writing.

Commentary

39. Due to the limitations of the timetable, judgements are made on the observations of children engaged in other activities and samples of work collected by the school. Indications are that children are on target to reach the goals expected of them and that teaching is sound. Children confidently use the computers and interactive white boards to help them in other areas, such as literacy and role-play. Their role-play in the 'Corner Café' helps enlarge their vocabulary as they act out the different roles of 'customer',

'waiter' and 'waitress'. Samples of children's books show that they have made a simple log recording the growth of a runner bean. However, there is little difference between the work in science of the more-able children and that of the others. In particular, literacy skills have not been used enough to take children that step further and develop their writing abilities.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- There is a secure outdoor courtyard, which is used whenever possible, but outdoor play resources are inadequate.
- When there are too many activities going on at one time, children lose focus and do not always listen well enough.

Commentary

40. Teaching is satisfactory and children meet the Early Learning Goals expected of them. There are satisfactory opportunities indoors for the children to develop their co-ordination, control and movement skills. Staff give them the opportunity to paint, cut, stick, build and join in all the activities needed to increase their skills in these areas. Children are successful and try hard to be independent when painting or making cylinders to fill with rice and lentils. However, sometimes there are too many activities going on at one time and staff do not have the opportunity to teach children about how best to use a paintbrush or how to fill their containers accurately. This means that they lose concentration and lose track of the aim of the activity. There is a similar picture in physical education. When the teacher does not insist on best behaviour and when there are too many activities, children do not listen well enough. They do not have time to develop and practise skills, nor do they evaluate how well they have learned. They enjoy using the equipment for outdoor play, but some of the resources are well worn and stored untidily. Resources available in the courtyard are inadequate. Because this area is unkempt, it affects all areas of learning and acts as a barrier to greater progress.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children have a good repertoire of rhymes and songs.
- There are good opportunities for children to work independently.

Commentary

41. Teaching is sound and children achieve satisfactorily. They are on course to meet the expected Early Learning Goals by the end of the reception year. They are developing an appreciation of rhyme and song through daily work in the classroom. This supports other areas of learning, such as number work and literacy skills, in an enjoyable way. Children are given the opportunity to mix and apply paint, to cut and stick and to make containers for their mathematics activity. The teacher and support staff plan activities with a good balance of adult intervention and independence.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards of reading are good throughout the school.
- Pupils do not sufficiently develop their writing skills in other subjects.
- More able pupils are not sufficiently challenged in developing their writing.
- The school does not have a consistent approach to the correction of spelling.

Commentary

42. In the national tests and teacher assessments in 2003, pupils in Year 2 achieved standards in reading which were well above average for their age. However, standards in writing were below average. Teacher assessments indicate that standards and achievement in the current Year 2 are above average in reading and below average in writing. The standards achieved in the tests in Year 6 in 2003 were average. The evidence of the inspection indicates that standards in the current Year 6 are also average overall. This represents satisfactory achievement overall. Pupils throughout the school do well in reading and most achieve satisfactorily in writing, but more able pupils could do better.
43. Standards of speaking and listening are satisfactory throughout the school. Pupils generally listen well to teachers, and the school is giving pupils increasing opportunities to talk to each other in lessons. For instance, in a lesson in Year 3, they talked animatedly in groups as they attempted to identify homonyms, and in Year 6, they discussed with each other which activities they might include in their account of the residential trip.
44. At the time of the last inspection, improving standards of reading in Years 1 and 2 was a key issue for the school. This has now been addressed fully and standards are above average. Teachers have good expertise in teaching reading and there are supplies of good quality books in each classroom. Pupils enjoy reading and the majority read accurately and fluently. In Year 6, pupils have good reference skills; they are able to locate books in the library and find the information they want from the books. They talk fluently and with good understanding about the fiction they are reading, by authors such as Jacqueline Wilson and R L Stine. They also read their own writing to others with good expression.
45. Standards of writing are below average in Year 2. Pupils have few opportunities to write extensively. They write instructions, and some examples were seen of poetry. Sometimes, they use computers to help draft their work. However, punctuation is often not accurate, and spelling is irregular. Standards of writing at the end of Year 6 are average. Pupils in Years 5 and 6 have satisfactorily written imaginative poetry on topics based on abstract nouns or metaphors. They have also written from different points of view, such as that of the sister in '*Cider with Rosie*'. However, higher attaining pupils are not challenged sufficiently to develop their writing further or given the opportunity to evaluate each other's work.
46. Teaching and learning are satisfactory overall. In a good lesson observed, the teacher made good use of the resources in the ICT room to enable one half of the class to research information about Australian animals on the Internet, while the other half of the class looked for information in books. Good links were made with science and

geography, as the teacher drew on her own experience to make the work come alive to the pupils. Teachers plan lessons well, with plans sometimes being modified to take account of progress in previous lessons. When marking pupils' books, teachers do not always take the opportunity to correct spelling, and so pupils think that the wrong spelling is correct.

47. The leadership and management of the subject are satisfactory. The co-ordinator has identified the key areas for development but has not yet had the opportunity to put into effect plans to meet these needs. Since the last inspection, reading in Years 1 and 2 has improved but standards overall in the subject are average. Improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

48. Teachers have made some good links with other subjects, for instance, when pupils used their literacy skills to compile a science dictionary in Year 2. In a science lesson in Year 4, pupils were given good opportunities to discuss with each other the habitats of different animals. However, there are not sufficient opportunities for pupils to extend their writing skills in other subjects, such as history and geography.

Italian

49. Italian is taught by a visiting teacher to all pupils from Years 2 to 6. Only one lesson was observed during the inspection, and it is not possible to make an overall judgement on this provision. In the lesson seen, pupils in Year 4 revised their knowledge of different foods by practising ordering a pizza. As a native speaker, the teacher provided an excellent model of the language for pupils and used a good range of visual aids to engage pupils' interest in responding. The class teacher normally stays with the class for the lesson, and so it is possible to use what pupils have learned during the rest of the week. For instance, in one class, the teaching groups are known by the Italian words for colours.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There is insufficient challenge for more-able pupils in Years 1 and 2.
- Teachers make good use of ICT to support teaching and learning.
- There is good support in lessons for pupils with special educational needs.
- The subject is well managed but there is insufficient monitoring and evaluating of teaching and learning.

Commentary

50. Standards at the time of the last inspection were average at both Year 2 and Year 6. Results of national test in Year 2 have varied considerably since that time because of differences in attainment between the year groups. Currently, standards at Year 2 are below average because there are fewer pupils reaching the higher standard than found nationally. Most pupils are developing a satisfactory knowledge and understanding of place value to 100 and use suitable strategies to solve number problems. This is the

result of steady progress and satisfactory teaching in Years 1 and 2. While, for most pupils, achievement is satisfactory, the small number of more able pupils could do better.

51. After a period of well above average standards at Year 6, pupils' performance has dipped because of staffing difficulties. Standards in the current Year 6 are closer to average. Satisfactory and at times good progress in Years 3 to 5 levels off in Year 6, and pupils' achievement is currently satisfactory. Pupils in Year 6 use a suitable range of methods of calculation satisfactorily to solve number problems and use calculators to check the accuracy of their work.
52. Overall, teaching in Years 1 to 6 is satisfactory and at times it is better in Years 3 to 5. Effective use is made of teaching assistants to support low attaining pupils in lessons. All teachers use the National Numeracy Strategy satisfactorily to provide full coverage of the curriculum. They follow the recommended lesson structure and, in the main, provide a suitable balance between teaching and individual practice. The short mental starter at the beginning of lessons is satisfactory and so pupils' mental calculation skills are appropriate for their age. In the main activity of the lesson, teachers give clear explanations and make good use of questions to check pupils' understanding. In lessons seen, good use was made of mathematical resources and ICT to support pupils' learning and this enhanced pupils' progress. The subject co-ordinator manages the subject well and has ensured resources are good and easily accessible. However, there are insufficient opportunities for her to monitor and evaluate teaching and learning in order to identify areas for development.
53. In a good lesson seen during the inspection, there was a brisk pace to learning and activities were well suited to needs of all groups of pupils. The small steps required to achieve the lessons' aims were clearly identified and followed. In lessons where teaching was satisfactory, activities were not always sufficiently modified to suit the range of ability within the class. In some lessons, the starter mental activity did not have a clear focus and took too long, so reducing the time available for the main activity.

Mathematics across the curriculum

54. Pupils make satisfactory use of their mathematical skills in other subjects. Measurements are made in science and graphs are used to display information, but insufficient use is made of measurements and data handling in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Although the school is developing investigative work, pupils do not sufficiently develop their experimental skills.
- The recording and presentation of pupils' written work and findings are at times unsatisfactory.

Commentary

55. In the national teacher assessments in Year 2 in 2003, all pupils achieved the expected level, but a below average proportion achieved above this level. Inspection evidence

shows that pupils in the current Year 2 will achieve similar results. In the national tests in 2003, pupils in Year 6 achieved results which were well above average, with a high proportion of pupils reaching the higher standard. However, the standard of work seen in the current Year 6 is average, with the proportion of pupils achieving the higher Level 5 also close to the average. This is because more-able pupils in Years 3 to 6 are not given sufficient opportunity to devise their own investigations or decide how to record their findings.

56. Pupils in Year 2 show a good knowledge of animals from first hand observation on a visit to an animal centre. In an English lesson, they were observed compiling a science dictionary on animals to be found in Australia, using the Internet as well as information books. They are beginning to develop an understanding of what constitutes a 'fair test', for instance, in an investigation into making toast, but their writing about their investigations is very limited. Pupils in Year 6 were observed during the inspection carrying out an investigation into fizzy drinks. However, there was no opportunity for pupils to decide themselves how the investigation should be carried out, and more-able pupils in particular were not given the opportunity at the end of the lesson to discuss some anomalies which emerged in the results. Their work during the year shows that a good range of topics has been covered, but much of their recording is brief and sometimes untidy, which can obscure the outcomes.
57. The overall quality of teaching and learning is satisfactory. Teachers use ICT well, for example, when video clips are used to illustrate the link between vibration and sound. However, teachers do not always devise sufficiently challenging activities for the more able pupils. For instance, in a lesson on habitats, they were allowed to draw a picture to illustrate a change they had already described very quickly in words, rather than pursuing the topic in greater depth.
58. At the time of the inspection, the subject co-ordinator was on long-term leave. The subject is being managed satisfactorily in her absence. National guidelines have been adopted for planning, and assessment is also carried out following these guidelines. Pupils' numeracy skills are used well in science, for instance, in the use of graphs to display results, but opportunities are not taken to develop their literacy skills in the recording of their work, and misspelling of key words sometimes goes uncorrected. Improvement since the last inspection has been satisfactory. Standards of attainment and teaching have been maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The subject is well led and so standards and provision have improved since the last inspection.
- Good use is made of ICT to support pupils' learning in other subjects.

Commentary

59. The school has successfully improved the provision for the subject since the last inspection when teaching, learning and the curriculum were unsatisfactory. Teachers' confidence and expectations have improved as a result of appropriate training and the

introduction of a satisfactory curriculum based on national guidelines. Good, enthusiastic leadership of the subject has resulted in resources and pupils' access to computers now being good. The opening of the ICT suite has supported teaching and enhanced pupils' learning well. Consequently, standards by the end of Year 6 have improved and are no longer below national expectations.

60. Evidence from pupils' previous work, discussions with staff and pupils and observations in lessons show that standards throughout the school are in line with national expectations. This represents satisfactory achievement. Pupils make sound progress through their weekly visits to the ICT suite where they develop their computer skills. Pupils in Year 2 satisfactorily use ICT to write sentences and to produce pictograms and bar graphs. By Year 6, pupils use a satisfactory range of skills to gain information from the Internet, enter data into a spreadsheet and produce multimedia slides that combine text and graphics.
61. The progression in pupils' learning through the school indicates that teaching over time is satisfactory. During the inspection, teaching and learning in lessons were satisfactory. During lessons in the ICT suite, staff make good use of the resources available, including digital cameras. They provide clear explanations by using the interactive whiteboard to demonstrate programs and give effective individual support as they circulate around the class.

Information and communication technology across the curriculum

62. Teachers provide good links with other subjects when planning their ICT lessons, for example, in linking work on sound in science to developing pupils' use of a music program. Teachers and pupils make good use of the classroom interactive white boards as a tool to support pupils' learning. The school has developed a bank of useful programs and web sites. For example, the use of mathematics programs that show patterns in numbers and video clips on sound in science enhances learning in these subjects.

HUMANITIES

History and geography

These subjects were not an area of focus for the inspection and there is insufficient evidence to form overall judgements on standards and provision. Only a small part of one geography lesson and one history lesson was observed during the inspection. A scrutiny of children's work and teachers' planning was undertaken. Discussions with co-ordinators were held.

63. In **history**, pupils in Year 2 identify key characters and gain a satisfactory understanding of the events of the Great Fire of London. They learn about the importance of Samuel Pepys' diaries as a source of evidence. They learn about important characters from the past, such as Florence Nightingale and Mary Seacole. Older pupils talked very positively about a history day when they dressed up as Victorians. They were able to remember work on the Egyptians, the Vikings and World War 2. It is evident that visits to museums and visits from local historians are valuable ways of making history meaningful to pupils. In the history lesson observed for Year 3, the teaching was successful because of the good links the teacher had made between pupils' local knowledge and the resources available to them. This enabled pupils to become fully involved and motivated.

64. In **geography**, work samples show that pupils cover a satisfactory amount of work. The small amount of time spent observing pupils indicates that, by the time they come to Year 6, they are thinking carefully about their environment. Pupils in Year 5 can make interesting and sensible suggestions for improving the high street in Midsomer Norton. They talk enthusiastically about the preparations they have made to go on a field trip when they will conduct surveys, distribute questionnaires and conduct interviews to add to the study of their local town.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Because of timetable constraints, these subjects were sampled during the inspection, but not in sufficient detail to provide judgements on provision. Two lessons were seen in music but no lessons were seen in art and design, design and technology and physical education.

65. A key issue at the last inspection was to improve pupils' attainment in **art and design** at the end of Year 6. Work on display from pupils in the current Year 6 showed them experimenting successfully with the use of colour and pattern, as well as sketching from observation. They have also linked their artwork to poetry, for instance, when they write about their perfect day. Lessons are supplemented well by workshops after school, as well as activity days, which include art and craft activities.
66. Little work was available to show pupils' practical making skills in **design and technology**. Younger pupils satisfactorily use recycled materials to make model vehicles, which they decorate neatly using paints. Older pupils use a satisfactory range of material and fabrics to make their slipper designs. The carefully completed models indicate satisfactory making skills, including joining materials by gluing and stitching. Teachers' planning shows that pupils are taught to make a suitable range of artefacts, based on national guidelines for the subject. Pupils' designs include simple sketches with labels to identify materials and printed work sheets to show what they did and how they evaluated their work. Pupils' mathematical skills are not used sufficiently well so as to include measurements, tally charts and graphs in planning. Literacy skills are not consolidated when pupils evaluate their work.
67. Two **music** lessons were seen, one of which was good and the other satisfactory. In the good lesson, younger pupils made good progress in learning to clap rhythmic patterns as part of an ensemble and in performing music by using simple notation. The teacher's good use of the interactive white board captured the pupils' interest and helped them learn quickly. They were very clear about what they had learned because the teacher allowed enough time for them to recap on the aims at the end of the lesson. In the other lesson, older pupils learned to move expressively as they become aware of the difference speeds of dance music. They appreciated music from different cultures and discussed the similarities and differences. They talked about what they had heard, but the teacher did not allow enough time to develop their skills in this area. The hall, which is used for music, is a thoroughfare, and the movement of staff and pupils disturbs music lessons. This detracts from pupils giving their undivided attention to the teacher and affects the quality of their learning.
68. In **physical education**, the school has a suitable scheme that ensures that all activities, including games, gymnastics and dance, are taught. There are satisfactory arrangements for swimming, in which pupils in Years 3 to 6 take part in weekly lessons at a nearby swimming pool. By Year 6, the majority of pupils can swim the expected distance for their

age and a number go on to swim more than 25 meters and to learn survival skills. There is a good number of well attended extra-curricular activities and inter-school competitions that support pupils' progress and make a positive contribution to their social development.

PERSONAL , SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. Because of timetable constraints, it was not possible to observe any lessons during the inspection. However, planning shows that good care is taken to cover all aspects of the subject. Elements of the personal, social and health education programme make a good contribution to pupils' social and moral development. Planning for circle time is good and this makes a positive contribution to pupils' personal development. Sex education, drugs awareness education and citizenship form an important part of the school's provision and are satisfactory. Pupils have regular opportunities to contribute to school development through their school council. Overall, pupils are prepared well for transfer to the next stage of their education because of the good links between the school and its secondary school. Pupils are encouraged to think of others through raising considerable funds for charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).