

INSPECTION REPORT

WINFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Bristol

LEA area: North Somerset

Unique reference number: 109211

Headteacher: Mr J Patterson

Lead inspector: Mrs L Brackstone

Dates of inspection: 11th - 12th May 2004

Inspection number: 258453

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 category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	114
School address:	Winford Bristol
Postcode:	BS40 8AD
Telephone number:	(01275) 472 730
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Suter
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

Winford is a small voluntary controlled Church of England school situated close to the centre of the village, six miles south west of Bristol. It has 110 pupils with equal numbers of boys and girls, accommodated in four mixed-age classes. There is a significant variation in the number of pupils in each year group. The majority of the pupils are of white UK heritage and none uses English as an additional language. The percentage of pupils eligible for free school meals is below the national average but this does not necessarily reflect the socio-economic nature of the area, which is very wide. At the time of the last inspection, the attainment level of the intake was judged to be above average. However, with the expansion of the school, the nature of the intake has changed. The proportion of pupils with special educational needs is 24 per cent and this is above average. Nearly three per cent of these have statements, which is also above the national average. Consequently, attainment on entry is currently below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage English as an additional language Special educational needs English
8992	Mr J Vischer	Lay inspector	
10611	Mr M James	Team inspector	Mathematics Information and communication technology Geography History Religious education
23095	Mr D Mankelow	Team inspector	Science Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The very good leadership of the headteacher ensures that Winford is **an effective school**. All pupils achieve well because the teaching is good and pupils work well together in a caring and supportive environment. The school provides good value for money.

Main strengths and weaknesses

- Overall achievement is good because all pupils are taught well.
- Standards in mathematics and art and design are above nationally expected levels.
- Leadership by the headteacher is very good and he is supported well by key staff.
- The governors have a very good knowledge of the school and are closely involved with its development.
- Pupils behave well and have positive attitudes to school; this is a direct outcome of the very good provision for social development, which ensures that all pupils relate well and work together successfully in their community.
- Provision for spiritual, moral and cultural development is good.
- The curriculum offered is well balanced and enriched through a good range of interesting activities.
- Pupils are well looked after and their views are carefully considered.
- Community links are strong and the school enjoys positive relationships with other schools.
- Individual education plans do not always have manageable and achievable targets for the pupils.
- Handwriting and presentation skills are not consistent throughout the school.
- There are not enough teaching assistants to support the demands of mixed-age classes.
- The hall is too small and there is not a safe and secure area for the Foundation Stage.

Improvement since the last inspection has been good. The school has rectified all the issues raised as weaknesses in the last report. In addition, there have been improvements in the subject knowledge of the teachers, provision for social development of the pupils, the curriculum provided, and the role of the governors.

STANDARDS ACHIEVED

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

Key: A - very high; 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.*

Pupils are **achieving well**. This is because the quality of teaching is consistently good. Most children enter school with standards that are below the expected levels for children of this age. By the time that they start Year 1 of the National Curriculum, they have achieved satisfactorily in their learning. The more capable children will have attained the goals they are expected to reach by the end of Reception. However, a significant number will still be working towards those goals. This is because a large proportion of the current Reception class either have special educational needs or are still very young, with many not being five until the end of the academic year. The good levels of achievement are maintained through the next two key stages, and by the end of Years 2 and 6, most pupils have reached standards that are above average in mathematics and art and design, and in line with expectations in speaking, listening, reading, science and information and communication

technology. By the end of Years 2 and 6, the pupils have also met the expected standard of the locally agreed syllabus in religious education. Pupils identified as having special educational needs make good progress in relation to their prior attainment. There are no differences in the attainment or achievement of boys and girls. The table above illustrates how this school compares to similar ones when based on those numbers eligible for free school meals. It appears that the pupils in Winford are not achieving well enough. However, the data relating to similar schools does not reflect the above average number of pupils with special educational needs and the small numbers of pupils in each cohort.

Pupils have **good attitudes to work and behave well**. This is because **spiritual, social, moral and cultural development is promoted well**. Attendance and punctuality are **good**.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning is good overall, with assessment procedures being used well to respond to individual needs. Teachers have secure subject knowledge and lessons are well planned. This ensures that all pupils have equal opportunities and are able to increase their understanding. Teachers have high expectations of behaviour most of the time. They engage the pupils well, encourage them and use a good range of teaching methods. This ensures that their interest is maintained, which helps the pupils to apply themselves appropriately. Generally, resources are used well and time management is good. When available, teaching assistants are used well and support the teachers effectively. The curriculum is broad and well balanced and there is a good range of enrichment and extra-curricular opportunities. Planned provision for pupils' personal, social, health and emotional development (PSHE) within the curriculum is satisfactory overall. The school takes good care of its pupils' welfare, health and safety. The school has satisfactory links with its parents, who provide good support for their children at home. There is a strong partnership with the local community and with other schools in the nearby cluster. These links provide considerable benefit to the school.

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management are good. The leadership of the headteacher is very good and he is well supported by a very effective governing body and efficient key staff. They all work well together to promote the positive attitudes of the pupils and to raise standards. Subject leaders are knowledgeable and effectively analyse data, setting accurate targets with the information gained. Strategic planning is very good and financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the care and education that the school provides. However, almost one quarter of the questionnaires returned indicated that they would like to see improved lines of communication about their children's progress and more consultation on school issues. The inspection team feels that this is a reasonable request. Most pupils enjoy school; they feel that they are valued by their teachers and are supported by at least one adult.

IMPROVEMENTS NEEDED

The school has no major weaknesses but needs to consider the following minor issues:

- Increase the number of teaching assistants to support the mixed-age and wide ranging ability within the classes.*
- Consider ways to improve hall space and provide an outdoor area with appropriate equipment, which can be used to develop the physical skills of the Foundation Stage children.*
- Improve the consistency of handwriting and presentation throughout the school.
- Ensure that the individual education plans have manageable and achievable targets for the pupils.
- Consider more ways to communicate with parents.

* The school has already identified these issues in their strategic plan.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, in relation to the prior attainment of all pupils achievement is **good**. By the end of the Reception class a significant number of children will not have attained the final stages or 'stepping stones' of the Foundation Stage but achievement is satisfactory. Standards attained in the core subjects in Years 2 and 6 are above average in mathematics and average in English and science. Standards in art and design are above national expectations. This represents good achievement in Years 1 to 6.

Main strengths and weaknesses

- Standards in mathematics and art and design are better than expected in Years 2 and 6.
- Achievement is good overall.

Commentary

Standards on entry into school and attainment at the end of the Foundation Stage

1. Children start school with levels of attainment in all areas of learning that are below the expected levels. At the time of the last inspection, standards on entry were judged to be above average. This represents a significant change in the intake, which can be explained by the changing social nature of the surrounding area. In addition to this, many children in the current Reception year are summer-born, which means that they started school when they were only just four. Well over half of the children in this group have varying degrees of special educational needs and this has a significant impact on the overall attainment of this class. Achievement in the Foundation Stage is satisfactory. The teaching and learning by the class teacher is good but there are an insufficient number of teaching assistants to support her, and these very young children in their work. In addition to this, there is not a safe and secure outdoor play area that can be used to develop physical skills as an integral part of the school day. By the time that they are ready to start Year 1 of the National Curriculum, most children are still working below expected levels in all areas of the Foundation Stage curriculum, except for mathematical development, where overall standards are satisfactory. This is because there is a particularly good mathematics scheme of work that enthuses the children and promotes positive attitudes towards the subject.

Standards in the most recent national tests in 2003

2. As a small school, the numbers in each year group varies from year to year. This means that the results of one pupil can have a significant effect when results are compared with national figures. For instance, in 2003, there were 15 pupils in Year 2, which meant that each one represented nearly seven per cent. In Year 6, there were 18, pupils who represented nearly six per cent each. This means that national comparisons must be treated with caution.
3. In the results of the national tests of 2003 that are displayed in the table below, the number of pupils attaining the expected level at the end of Year 2 in writing and mathematics were well above the national average. The number of pupils attaining the expected standard in reading was above average. A good number of pupils also attained the higher than expected level for their age group and this was good. When these results were compared to similar schools, standards in mathematics were well above average. They were above average in writing and average in reading. There are no national tests for Year 2 pupils in science but the proportion who attained the expected level in teacher assessments was in the highest five per cent nationally. The numbers who exceeded the expected level were average. No differences were

noted in the achievement between boys and girls or any differing ethnic groups. Since 1999, the general directions of standards at the end of Year 2 have been above the national trend.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
reading	16.6 (18.6)	15.7 (15.8)
writing	16.2 (14.6)	14.6 (14.4)
mathematics	18.3 (17.9)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

4. In the results of the national tests of 2003 that are displayed in the table below, the number of pupils who attained the expected level at the end of Year 6 was above average. The number of pupils who attained the expected levels in English and science were average. When compared to similar schools, the results appear to be below average. However, this is not a true reflection of the standards at the end of Year 6 because the cohort was so small and a significant minority of pupils had learning difficulties. No differences were noted between the attainment of boys and girls. The overall trend since 1999 has been in line with the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	27.3 (28.1)	26.8 (27.0)
mathematics	27.7 (30.3)	26.8 (26.7)
science	29.0 (28.1)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

Current standards in Years 2 and 6

5. By the end of Years 2 and 6, most pupils exceed the expected levels for this age group in speaking, listening, reading, mathematics and art and design. The majority of pupils have well-developed speaking skills and are provided with a good range of opportunities to extend these skills through discussion. Reading skills are promoted through a structured reading scheme and the systematic teaching of phonic skills. The school has worked very hard at developing the pupils' mathematical problem-solving skills and this is proving successful in the way they tackle investigations. Standards in art and design are good because they are provided with a rich and varied programme of study.
6. Most pupils attain the expected levels in writing, science and information and communication technology. They confidently communicate for a range of purposes and use punctuation accurately in their writing. However, their handwriting and presentation skills are not consistently good throughout the school. They have plenty of opportunities to carry out scientific investigations and this enables them to acquire knowledge. Standards in information and communication technology have improved, because teachers are more confident in their subject knowledge and the school is better resourced.

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

7. Standards in religious education at the end of Years 2 and 6 meet the requirements of the locally agreed syllabus. It was not possible to make a judgement on the standards achieved in other subjects because of the limited evidence collected, although all of the foundation subjects are taught.
8. Pupils use their literacy, numeracy and computer skills effectively to support their learning across the curriculum and this helps them achieve well.
9. The achievement of pupils with special educational needs is good. Many of these pupils have complex needs and it is because of the high-quality support from teachers and teaching assistants that they do well. There are no differences in the attainment of boys and girls. Pupils who are gifted and talented achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

Attitudes to school and behaviour are both **good**. This is because provision for pupils' social development is of very high quality and this has a positive impact on them. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils' relationships with others are very good.
- Pupils have very high levels of confidence and self-esteem.
- Pupils are free from bullying and any incidents of harassment are dealt with very well.
- The school promotes good relationships very well.
- Provision for social development is very good; respect for feelings and values of others and the responsibilities of living in a community are promoted very well.
- Spiritual, moral and cultural development are good.

Commentary

10. The very good relationships in the school are one of its key strengths. The atmosphere in the school is one in which each child is respected. There is a genuine care for their wellbeing and their all-round social development. This stems from the example of the headteacher, who leads both staff and pupils purposefully in this area of the school's provision. As a result, pupils have very good relationships with one another. This is particularly evident with the pupils who have physical disabilities. For example, they are always very well included in activities but their classmates take care to carry out extra duties, like fetching a runaway football for them, without a second thought.
11. In assemblies, pupils are patient and respectful and often very well behaved as they listen attentively or sing their hymns. Inspectors observed them participating enthusiastically in shouting '*Happy Birthday*' to a fellow pupil. They showed admirable self-control and responsiveness to the headteacher leading the assembly and the behaviour did not deteriorate into silly noisiness. In most lessons, pupils show a steady concentration and commitment to doing the best they can. It is only in lessons where the teaching is less well directed that they show a tendency to become distracted. During these sessions, their normally positive attitudes and behaviour deteriorate. There is a noticeable improvement in pupils' behaviour and attitudes from the very youngest in the Reception class and those who have been in school for some time. This indicates the positive impact that the school's provision for personal development is having on all the children.
12. The social and moral development is very good and results in the positive attitudes and consistently good high quality behaviour. This high quality provision has a positive impact on the pupils' self-esteem. Their self-confidence is nurtured by the school's respect for the individual. This allows the pupils' natural exuberance and enthusiasm to be expressed without

fear or penalty. Although there are instances of bullying, pupils are relatively free from this fear. However, when it does occur, both parents and pupils feel that the school deals very effectively with the situation. The rewards and sanctions system the school operates is not highly structured but is based on high quality relationships, which creates peer pressure to do well and be good. Pupils' spiritual development is good and this is well supported by the school's Christian ethos. Assemblies are made special by the lighting of candles and there are colourful displays to celebrate religious festivals.

13. Cultural development is promoted well through an interesting programme, which helps the pupils understand others' beliefs and the diversity of different cultures. For instance, the school was involved in the very successful visit of a Japanese student, who worked as a support assistant for two terms. This initiative had a major impact on the pupils' cultural development. Pupils were offered insights into all kinds of Japanese arts and crafts, including the Japanese alphabet. This culminated in a very successful Japanese Day that was open to the whole community.
14. Attendance figures are well above the national average, but unauthorised absences were high in the reporting year. This is a decline since the last inspection, when attendance was judged to be very good. However, this can be explained by the very strict application of the attendance criteria that were introduced in response to the increasing numbers of parents who were taking their children off school for holidays. Although the school promotes attendance along with punctuality through reminders to parents, it only offers a limited rewards programme. Punctuality is good with few regular latecomers so the school day starts promptly. There have been no exclusions in the past academic year.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.7
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
No ethnic group recorded

Exclusions in the last school year

Number of pupils on roll	Exclusions	
	Number of fixed period exclusions	Number of permanent exclusions
85	0	0
2	0	0
3	0	0
1	0	0
22	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. Teaching and learning, curricular provision and the additional activities that enrich it are good. Pupils are well cared for, they are consulted regularly and good assessment procedures help them to understand what they need to do to improve. Links with the community and other schools are good. Links with parents are satisfactory, as is the quality of the accommodation and the available learning resources.

Teaching and learning

The overall quality of teaching and learning is **good**. Assessment procedures are good and are used well to meet the needs of all pupils.

Main strengths and weaknesses

- Teachers have secure subject knowledge and lessons are well planned to ensure that pupils increase their understanding.
- Pupils are interested in their lessons because the teachers engage them well in their learning.
- Teachers make good use of praise to encourage and motivate their pupils.
- A range of teaching methods are used and this helps the pupils to apply themselves appropriately.
- Generally, resources are used well and time management is good.
- Teachers have high expectations of behaviour most of the time.
- Teaching assistants are used well.
- Teachers promote equal opportunities well.
- Assessment procedures are good and used well to respond to individual needs.
- Occasionally, inappropriate resources are used and behaviour management is weak.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	10	4	1	0	0

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

15. Teachers have secure subject knowledge and understand the needs of the pupils well. For example, the Foundation Stage teacher knows that young children need to learn through play and she ensures that they have ample opportunities to do this despite sharing the same classroom with Year 1 pupils. Throughout the school, effective use is made of lesson planning with objectives clearly identified. In the best lessons, these are shared with the pupils and then used to review their learning at the end of the session. This ensures that they gain an understanding of the facts that they are actually acquiring. For instance, in a very good science lesson in Year 6, the learning objectives were made clear to the pupils so that they knew exactly what was expected of them by the end of the session.
16. Pupils learn well because the teachers work hard to engage them in activities. A wide range of teaching methods are used to best effect. For instance, whole-class sessions provide effective situations for the teaching of basic skills such as literacy and numeracy. Good use is made of group work to increase their understanding of specific skills, and teachers also spend time with individual pupils, helping them to develop concepts and further develop their knowledge. For example, small groups of Years 1, 2 and 3 pupils take turns to work in the computer suite, with their teacher, to specifically develop their skills whilst the rest of their class have a dance lesson. This successfully takes pressure off the very small hall and gives the pupils a dedicated time to acquire new knowledge and skills.
17. Lessons move at a good pace and teachers share positive relationships with the pupils. This was evident in a good Year 1, 2 and 3 mathematics session, where the teacher's manner was efficient, but friendly. Most teachers make good use of resources. For instance, in a very good religious education lesson in the Years 1, 2 and 3 class, a box of Jewish artefacts was used effectively to help the pupils increase their understanding of this faith. In a good geography lesson in Year 4 and 5, the pupils were able to apply themselves well to developing their mapping skills in preparation for their trip to York. Specific resources have been sought to

aid pupils in their learning, and this helps those individuals who have special educational needs to access the curriculum and become independent learners. However, occasionally, inappropriate use is made of commercially produced recordings to present dance sessions for the youngest children and this has a negative impact on their application and concentration.

18. Most teachers manage the pupils well and insist on high standards of behaviour at all times. They enable pupils to work collaboratively and to apply their skills independently, both of which have a positive impact on learning. For instance, in a good physical education lesson, the teacher shared very good relationships with the pupils and had high expectations of behaviour. This meant that the pupils behaved sensibly when they were involved in self-directed activities. However, when behaviour management is weak, pupils become less co-operative and work less conscientiously, resulting in unsatisfactory achievement.
19. Teachers ensure that the needs of all pupils, including those with physical and emotional difficulties, are fully met. Teaching assistants are well deployed to help these pupils with their tasks and ensure that they can access the curriculum. All are well briefed and work very closely with the teachers to provide suitable activities to meet the individual needs of these pupils.
20. Overall procedures for assessing the progress made by pupils are good. All staff regularly praise the pupils for their work and ensure that they know what can be done to improve. Marking is of a good standard and teachers' comments ensure that the pupils know what they need to do to improve. Homework tasks are used satisfactorily to promote learning throughout the school.

The curriculum

The curriculum is **good** and includes a modern foreign language. There is a satisfactory range of activities for pupils outside the school day. The accommodation and resources are both satisfactory overall.

Main strengths and weaknesses

- The number of teachers per pupil is higher than average.
- The school has good international links and the curriculum includes French.
- Pupils are prepared well for the next stage of their education.
- There are insufficient teaching assistants.
- There is no secure outside area exclusively for the use of children in the Foundation Stage.

Commentary

21. The curriculum for children in the Foundation Stage is satisfactory and closely follows statutory guidance for most areas of learning. This is an improvement since the last inspection. However, opportunities for promoting children's physical development are limited by the lack of a secure outside area exclusively for the Foundation Stage and the lack of large equipment, such as wheeled toys. This provides a partial explanation of the below expected standards achieved.
22. The curriculum is good in Years 1 to 6, and is enhanced across the school because French is taught in addition to the statutory subjects. Pupils' learning has also been enriched by extended visits of overseas teaching assistants from Italy and Japan. For instance, pupils have learnt about Japanese customs and food and painted pictures with a Japanese influence. In Years 1 to 6, subject policy documents set out the rationale and aims for each subject, and teachers use National Strategy documents, nationally recommended schemes of work and other published schemes to ensure that pupils progress in their learning successfully. This is an improvement since the last inspection.

23. The school provides satisfactorily for pupils with special educational needs and successfully includes pupils with physical disabilities in every aspect of school life. All pupils have equal opportunities and access to the curriculum. Where pupils are withdrawn for additional support, teachers ensure that they do not miss the same lessons every week. However, pupils with learning difficulties do not have sufficiently specific targets on their individual education plans and this reduces their achievement. The match of teachers to the curriculum is good and they all have time when they are released from their class commitment to support each other and carry out duties as subject co-ordinators. Teaching assistants have undergone appropriate training and, when available, are used effectively to support pupils with special educational needs and others. However, there are not enough of them, which reduces the support available to pupils, and in some lessons, adversely affects their achievement. The school has recognised this and plans to increase their number significantly from September 2004.
24. Satisfactory provision is made for pupils' personal, social and health education. The school prepares pupils well for the next stage of their education. There is effective passing of information as pupils move between stages in the school and there are good links with the secondary school to which most pupils transfer at age 11.
25. The school makes satisfactory provision for pupils' learning outside the school day through a variety of after-school clubs. Clubs for science, engineering, library, netball, football, tag rugby and rounders are well attended and contribute effectively to pupils' attainment in those areas. However, as stated in the school's policy, no after-school clubs are offered to children in the Foundation Stage and pupils in Years 1 and 2.
26. The school promotes participation in sport and the arts well. Pupils take part in sporting events with other schools, including both nearby secondary school partnerships. Pupils' learning in music is enriched by a wide variety of visiting instrumental teachers, including violin, saxophone, clarinet, recorder, keyboards and guitar. Most of these lessons are available to all pupils, irrespective of their age, and are subsidised for those who cannot afford to pay.
27. There have been improvements to the school buildings in recent years and further developments are planned. The accommodation is now satisfactory overall but the hall is very cramped, which reduces the effectiveness of teaching physical education. Buildings are in a satisfactory state of repair and teachers work hard to maintain attractive and stimulating displays of pupils' work, particularly art, which enables them to be proud of their achievements. Learning resources are satisfactory overall. The newly positioned library is well stocked with new books and structured use of this facility effectively encourages pupils to enjoy reading.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is **good**. The support, advice and guidance they receive, based on monitoring, is good. Involvement through seeking and acting on pupils' views is satisfactory.

Main strengths and weaknesses

- Pupils have a very good trusting relationship with at least one adult.
- Both child protection and health and safety procedures are good.
- The narrowness of the hall impacts on pupil safety when large classes use it.

Commentary

28. Pupils feel secure and self-confident because they know that there is always an adult they can turn to. In fact, the headteacher is often included in pupils' choice of an adult. Pupils interviewed expressed very positively that there is more than one adult to whom they can turn and trust. Views expressed in the pupil questionnaire are also very positive, as 85 per cent agree that this is the case. This reflects the caring and inclusive nature of the school.

29. Pupils are supported well by the procedures for child protection and any unusual pastoral concern is logged confidentially. The very good relationships mean that adults are very aware of pupils' needs and know them well. This is particularly evident with the pupils who have physical disabilities. For instance, staff have worked closely with specialist outside agencies, who have trained them well in their use of particular equipment. Good health and safety monitoring similarly supports pupils' welfare. The governors and headteacher regularly monitor potential risks and remedial action is promptly taken. The governing body is well informed. In addition, the governors' premises committee organises a bi-annual redecoration or other improvements of the fabric of the school. All staff are first aid trained with only one member of staff needing an update at the time of the inspection. However, the wellbeing of pupils is marred by the size and shape of the hall. This is because it is not big enough, when used for physical education for large classes of 30 or more pupils, for them to move around safely. The lack of a safe and secure outside area for the youngest pupils to play and learn also means their welfare is not as good as the rest of the school.
30. Pupils receive good support and advice for both pastoral and academic issues. This is because the staff know their pupils well and have good tracking and logging systems to record pupil progress. Consequently, pupils know where they are and also what they need to do to improve. For example, individual target cards are issued to the pupils for English and mathematics in Years 1 to 6 and these are used to identify areas needing improvement.
31. The school listens and acts on pupils' views satisfactorily. The very good relationships play a significant part. This is because there is an ethos of staff listening to pupils. However, the lack of a structured system, such as a school council, means that pupils lack formal representation of their views and the personal development that goes with it. Similarly, although some pupils do form 'buddy' relationships on their own initiative, the welfare of younger pupils is not supported by a formalised system in which, for example, older pupils could help younger pupils settle in or improve their reading.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents and good links with the community. Links with other schools and colleges are **good**. Parents have positive views about the school.

Main strengths and weaknesses

- The approachability of the school and the way concerns and complaints are dealt with is good.
- The mechanisms for the transfer of pupils through the school and onto secondary level are good.
- The school acts as a good focal point for community events.

Commentary

32. The headteacher makes a point of being around the school in the morning or at the end of the school day in order to meet parents. Parents are made welcome and invited to help in the school. This helps to make it the approachable place that parents feel it is. They have few qualms about coming to the school with a problem and feel that any concerns are dealt with well.
33. The provision to parents of information is satisfactory. Parents are kept in touch through regular newsletters and termly curriculum information sheets. Consultation evenings are held twice every year, although parents are offered a broad range of other appointments. Workshops for parents on National Curriculum initiatives have been provided. Annual pupil reports offer satisfactory information on what pupils have learned and how they are progressing. However, except for some general comments in English and mathematics, they lack the detail that would provide pupils with the information that they need to help them

improve. Parents of pupils with special educational needs are kept informed and are regularly invited to meet with teaching staff.

34. The seeking of parents' views is satisfactory. Occasionally, parent questionnaires are issued and results are analysed. For example, the first meeting with parents in the Autumn Term has been altered as a direct result of discussions with parents. Parents have also been consulted when important revisions have been made to key policies, such as the sex education policy, or when changes are made to the school grounds. However, this is no more than might be expected. In fact, nearly one-fifth of the parents who returned the inspection questionnaire expressed discontent about home/school consultation in general. This represents a decline in links with parents since the last inspection.
35. The school has good links with the local community. The two main events in the school's fund-raising calendar, the Christmas and Summer Fairs, are strong focal points of the year in the local community when families, ex-pupils and those associated with the school come together. The Parent Teacher Association is active and successful in supporting the school financially. There are small business links through parents or families and the school has benefited from double-glazed windows as a result of the extension of the nearby airport. The local vicar is a regular visitor to the school and is well known to the pupils. Both he and the incumbent Baptist minister take assemblies weekly.
36. The school's links with other schools and colleges are also good. The transfer arrangements start early and, by the end of Year 6, pupils are very familiar with the main receiving secondary school and several members of its staff. The school is involved with two different cluster groups and thus benefits from a broad access to initiatives. These help both pupils and staff by combining school trips and training opportunities.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The headteacher provides very good leadership skills and is well supported by his key staff. Governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher is totally committed to the school and is very well respected by pupils, staff, parents and governors.
- Subject leaders and managers are effective.
- Governors are very well informed and involved in school life. They make good use of their personal expertise to advise and challenge the senior management.
- Strategic planning is very good.
- Financial management is good.

Commentary

37. The headteacher has been part of Winford School for over 17 years and is very well respected by pupils, staff, parents and the local community. He cares very much for all aspects of school life and is always striving to gain the best deal for his staff and pupils. The headteacher has adapted very well to the changing needs of the pupils who attend the school. He ensures that all pupils are fully included in the curriculum and is truly concerned with all those in his care. There is no deputy headteacher but his senior teacher provides very good quality support. Subject leadership and management are good, with the small but effective team of co-ordinators working hard supporting colleagues to maintain standards across the curriculum. Teachers work well together and this provides a very good role model for the pupils. The part-time special needs co-ordinator appropriately supports the growing number of special educational needs pupils and liaises closely with learning support staff, outside agencies and parents. This ensures that the needs of the pupils, particularly those with statements, are fully met. There is no appointed Foundation Stage leader and manager, but

the teacher for this specific age group co-ordinates staff well and has developed good links with the local playgroup.

38. The governors have a very good awareness of the strengths and weaknesses of the school. This is because many are regular visitors and enjoy very close links with staff and pupils. They are fully involved in shaping its future direction and this is evident through their involvement with the plans to improve accommodation. They are clearly aware of the limitations that the accommodation poses and have created a very thorough plan. Improvements have been strategically considered, carefully documented and very good use has been made of available grants. The governing body is comprised of individuals who have a good range of expertise, which they willingly share with staff. For example, a number of governors have expertise in health, safety and risk assessment issues and this is used well for the benefit of the school. The governors confidently feel that they can challenge and question the senior management of the school, which is possible through the open and honest relationship they enjoy with the school. One good example of this is the way in which there is a rolling programme for governors to be included in the appointment of staff. The governing body successfully meets all its statutory requirements.
39. The school has a very detailed strategic plan that clearly maps out its ambitions and goals over the next five years. The school makes good use of the data that it collects from commercially produced assessment procedures and national test results to supplement information it collects and analyses manually. The information is used well to monitor the achievement of all pupils and identify areas that require attention. Staff and governors are developing good self-evaluation systems and these are used well to identify areas for development. Performance management procedures are securely in place and linked closely to whole-school improvements. Training needs are identified well and a good emphasis is placed upon the continuing professional development of staff. New staff are inducted well and teachers new to the profession are supported very well. The school makes a very good contribution to initial teacher training and students are very pleased with the help, advice and support they receive. Winford is very fortunate to have a fairly low staff turnover and teacher retention is not an issue. The headteacher and governors have worked very hard to reduce the workload of teachers by providing them with time in the school week when they do not teach.
40. Finances are well managed and on the fundamental principle that the pupils who are currently in school are entitled to benefit from the funds available. This means that carry-forwards are appropriately small, ensuring that maximum use is made of the budget to support the needs of the pupils. The headteacher and the finance committee of the governors are shrewd and use their individual expertise to manage the finances well. The governors and senior management are fully aware of the principles of best value. For example, when purchasing a new classroom, they were aware that quality and speed in construction were as important as cost. They also sought expert advice when planning the purchase of a substantial amount of information and communication technology equipment.
41. Despite the changes in the nature of the pupils who now attend Winford and the difficulties gaining support for pupils with special educational needs, the school is well placed to continue to improve. This is because the staff and governors are truly committed to the school and every pupil's achievements are fully recognised and valued.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	219,899	Balance from previous year	8,210
Total expenditure	218,301	Balance carried forward to the next	1,598
Expenditure per pupil	1,915		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good and has improved since the last inspection, when it was felt that planning was not secure. The children are accommodated in a mixed Reception and Year 1 class that is sited in a temporary classroom adjacent to the main school building. There is a small decking area outside where sand and role-play can take place. However, there is no safe and secure outdoor area where physical skills can be developed. The children initially start school on a part-time basis at the beginning of the school year in which they will be five. They are gradually introduced into full-time education after the first few weeks. During the inspection, there were 16 full-time children in the Foundation Stage. Currently, they start school with levels of attainment that are below those expected for this age group. This is a significant contrast to the last inspection when children started school with levels of attainment above that expected. By the time they reach Year 1, only the more capable will have reached the final stage of the Foundation Stage curriculum. Most children will be working within the final stage or 'stepping stone' of each area of learning. However, in relation to prior attainment, achievement is satisfactory. This is because the overall quality of teaching and learning in the Foundation Stage is good. The teacher and her assistant work very closely to provide a suitable curriculum for this age group, which is based on a recommended programme of work. Children's progress is carefully checked and tracked and this ensures that they achieve well. However, the number of teaching assistants is insufficient to support pupils' needs within this mixed-age Reception class, which has a considerable number of children with either physical or emotional difficulties.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Attainment on entry is below the expected level.
- Relationships are positive between adults and children.
- There is not a sufficient number of adults to meet the personal and social needs of the Reception children.

Commentary

42. Children start school with personal, social and emotional skills that are below expected levels. They make good progress in this area of learning but not all children will have achieved the expected level by the time that they start Year 1 of the National Curriculum. The quality of teaching is good. Adults form positive relationships with the children and interact well with them. They encourage them through praise and work very hard at developing the children's awareness of others within the classroom. However, there are insufficient staff to fully meet the needs of this extremely variable group of children. There is a small number of children who have significant personal and social needs and the lack of adult input impacts negatively on their rate of achievement.
43. Children happily leave their parents and carers when they enter the Reception class. They feel safe, start to relate to each other and are proud of their achievements, such as their paintings and drawings. The children select their activities and the more capable involve themselves for extended periods of time. For example, two more mature girls sat for a considerable length of time drawing and writing together and confidently talked to adults. However, other children play in isolation and need to be encouraged to include others. The children manage their own personal hygiene and cope well with lunchtime sessions. They are developing an understanding of how they are expected to behave in class sessions and during school

assemblies. However, a significant minority are not sensitive to the needs, views and feelings of others.

44. The children are developing an understanding of cultural and religious traditions. For example, they have learnt about the Japanese culture through the extended visit of an assistant from Japan. They discuss features of love and respect in assembly but many are still developing an understanding of the difference between right and wrong. A small number of children in this class have challenging attitudes and misbehave. Although behaviour management is good, there are insufficient adults available to ensure that this challenging behaviour does not impact negatively on the learning of the other children.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Overall attainment on entry into Reception is below the expected levels.
- Good opportunities are provided to develop these skills.

Commentary

45. On entry into school, there is a huge variation of standards in communication, language and literacy. An increasing number of children are starting Reception with poorly developed skills and this contrasts significantly with the few children who are confident in their use of communication, language and literacy skills. All children, including those who find learning difficult, achieve well, even though a significant minority may not have developed sufficient language skills to express themselves clearly by the end of Reception. Achievement is good because teaching is good, relationships are very encouraging and adults value the contributions that pupils make.
46. Singing and repeating familiar rhymes is an important part of each day, giving children confidence to join in and articulate aloud. For example, in a very good lesson, most children joined in with a song about a penguin, which was an action rhyme they all enjoyed. They like listening to stories but need constant reminders about not shouting out and sitting quietly. All children know how to handle books correctly and understand that pages need to be turned. However, only the most capable read a range of familiar words and simple sentences competently.
47. Few children are able to write their names correctly on entry into school. However, teachers make the practising of this skill a daily routine and, by the end of the Reception year, all children are able to do this with confidence. They also use a mixture of marks, symbols and familiar letters to communicate meaning. The most capable children are developing an '*emergent style*' to their writing and happily try to spell out words. At times, there is too much emphasis on '*copywriting*' and '*tracing-over*' and this stifles the flow of speech into words.
48. The quality of teaching and learning is good overall. The teacher and her assistant are aware of the needs of young children and provide plenty of opportunities for them to develop their language skills. For example, a '*Mini-Beast Museum*' has been set up to encourage speaking and listening skills. The more mature children are able to take on the role of ticket collectors and museum personnel and express themselves reasonably well. However, their '*thinking*' skills are not further developed because there is no available support from an adult who can encourage conversation by stimulating clarity and feeling.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are on course to attain the expected level by the time they leave Reception.
- They achieve well in mathematical development.
- Teaching is good.

Commentary.

49. The teacher provides many opportunities for children to count and use counting rhymes, such as the numbers of children and singing songs. Most children are able to identify a correct number of items that they then match to an appropriate numeral. Some children are also able to undertake simple adding exercises. Most children confidently explain concepts such as 'empty' and 'full,' and 'long' and 'short', relating to measuring. They also name and describe basic two-dimensional shapes. The teacher and learning support assistant provide the children with a variety of mathematical tasks and games. This gives the children opportunities to develop their understanding with suitable practical activities. The teacher also talks about numbers and uses appropriate mathematical words to reinforce skills. This helps the children to achieve well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A good range of interesting activities is planned.
- When adults are available, they support the children well in their learning.

Commentary

50. Attainment on entry is extremely variable in this area of learning, but overall children's knowledge and understanding of the world around them is underdeveloped. By the end of Reception, the more capable children attain the expected level. However, most work within or just below the final stage or 'stepping stone' of the Foundation Stage. With adult support, the more capable children can sequence the development of an egg to caterpillar and then from a cocoon to a butterfly. Less capable children recognise different types of mini-beasts but are unable to sequence lifecycles without considerable support from adults. Most children recognise the difference between a spider, a ladybird and beetle. The children's information and communication technology skills are developing well. For instance, they confidently use tape-recorders to listen to stories and use the mouse as a control panel for matching shapes on computer programs.

51. Teaching is satisfactory in this area of learning. The children are provided with an interesting range of activities to explore. For example, they are encouraged to compare the differences between warm and cold articles. They have watched plants grow from seeds and have enjoyed observing frogspawn. The children are also encouraged to use plastic kits with confidence to create different constructions. Children enjoy positive relationships with their teacher and assistant and expectations of behaviour are high. However, a significant number of children have poorly developed social skills and can be argumentative and unproductive when left unsupervised by an adult. This was evident in a lesson where, although the teacher, her assistant and a student were actively involved in supporting different groups of children,

those who were not being directly assisted were quarrelsome and lacked appropriate concentration skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is no safe and secure outdoor area which can be used as an integral part of the school day to develop physical skills.
- The small hall has a negative impact on achievement.

Commentary

52. Most children start school with skills in this area of learning that are as expected for this age group. However, by the time they are ready to start Year 1 of the National Curriculum, the recommended standards have not been reached. This is because there is no safe and secure outdoor play area and space is severely limited in the hall for physical activities.
53. Children use scissors to cut paper and hold paintbrushes with good control. They also move the mouse with varying speeds when investigating the computer. During physical education lessons in the hall, children show sound spatial awareness, trying to find spaces, and move without bumping into each other. However, this is very difficult in such a confined area. The Reception children have no access to climbing apparatus, large construction equipment or wheeled toys. This restricts the development of their physical skills.
54. Teaching is satisfactory overall. For example, in one session, adults successfully encouraged the children to cut out shapes for mini-beasts, use construction toys and model with play-dough. However, elements of unsatisfactory teaching were observed in a physical education lesson in the hall, which was not taken by the class teacher. The content of the lesson was inappropriate for the children, showing the teacher's lack of knowledge and understanding of this age group.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Standards are low on entry into school.
- Achievement is good because teaching is good.

Commentary

55. Evidence from children's work from their early days in school shows that most start with poorly developed creative skills. Many of their early pictures are scribbles on paper and only the most capable children have drawn distinguishable heads with some body parts. Children progress well and by the end of reception can create mini-beast shapes using a range of different types of materials, though many still need constant support from adults to help them with their ideas. They sing a range of songs with developing confidence, but are at the early stages of moving rhythmically and as part of a story line. This was evident in a lesson where they were pretending to dig to make a hole for a plant, which they found quite challenging. Teaching is good because the children are provided with a wide range of resources that are used well to develop creativity. However, by the end of Reception, the majority of children are still working within the final stage or '*stepping stone*' of the Foundation Stage curriculum. Nevertheless, pupils have achieved well to reach this stage when their prior attainment is taken into

consideration. Attainment in this area of learning is adversely affected by their immature personal and social skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Standards in speaking, listening and reading are good.
- Teaching is good. Effective use is made of assessments to track pupils' progress.
- The subject is well led and managed.
- Expectations of handwriting and presentation are not consistent.

Commentary

56. Overall standards in Years 2 and 6 are as expected for pupils within these age groups. Speaking, listening and reading skills in both Years 2 and 6 are better than expected for these age groups. Standards at the end of Years 2 and 6 are currently as expected in writing. This is because few pupils are working within the higher levels for their age group, presentation is not always neat and handwriting skills are inconsistent. When compared to the national test results of 2003, overall standards appear to have declined in Year 2 and been maintained in Year 6. This is also the case when results are compared to those in the previous inspection. However, these changes can be explained by the wider range of attainment on entry into school that includes a significant proportion of pupils with specific learning needs or behaviour problems.
57. Speaking and listening standards are good in Years 2 and 6. Pupils achieve well because the teachers use good questioning skills to ensure that all pupils are fully included in discussion sessions. By Year 2, they are listening carefully to each other and they know that they must take turns to speak. Throughout Years 1 and 2, many opportunities are provided for the pupils to speak in focused groups and whole-class situations. Activities are also very well planned to ensure that children are keen to listen and learn new skills. This had a positive impact on their speaking and listening and the development of their own self-esteem. In Years 3 to 6, this emphasis to nurture speaking and listening skills is continued. Pupils are positively encouraged to give their views orally and speaking skills are well supported by the encouragement for pupils to talk spontaneously. This was exemplified well in a whole-school assembly where pupils spoke confidently in front of the whole school about the activities they had undertaken in a science club.
58. Standards in reading are good in the current Years 2 and 6. The more capable pupils in Year 2 talk confidently about non-fiction and fiction books. They know what an author and illustrator are and are developing an interest in reading. They sound out unfamiliar words and 'read on' in an attempt to grasp the whole meaning. Most pupils use the initial letter sound to help them work out words and also look at picture clues. They confidently seek out information books in the library and can explain what a glossary, contents and index are. By Year 6, they are able to discuss their favourite authors such as Jacqueline Wilson, Roal Dahl and Lucy Daniels. They use the school library to seek out information but have limited evidence of the classification system.
59. Standards in writing are as expected in the current Years 2 and 6 classes. Inspection findings indicate that standards in Year 6 have been maintained since the national tests in 2003. However, it does appear that standards have declined since last year when they were judged to be well above average. The difference can be explained by the fact that this current Year 2 group is much smaller in number. In addition to this, a significant proportion of them find

writing difficult. This means that more of these pupils are just attaining the expected level rather than exceeding it. However, nearly all pupils in Year 2 write independently, using full stops and capital letters. They use their skills to write invitations and to explain to their readers *'how to grow a bulb'*. More capable and average pupils are developing a good understanding of alphabetical order and this helps them find out how to spell new words in their writing. Less capable pupils confidently spell out words they do not know, such as when they write about *'nite gerses'* (night guards). They are developing a good understanding of alphabetical order and carefully sequence sentences. By Year 6, most pupils know how to write in a range of different styles. They punctuate satisfactorily and make good use of speech to make the writing interesting. More capable and average pupils enjoy writing suspense stories and skilfully make their writing come alive when they use interesting vocabulary. For example, one pupil referred to feeling *'a sudden tugging at one of her ankles; she yelped as she looked down and saw a hand gripping her ankle'*. They are also developing their literacy skills well across the curriculum, such as when note-taking using bullet points.

60. Handwriting skills are inconsistent across the school. A small number of pupils write consistently in a neat and legible style. However, although the handwriting of most pupils is legible, there are many inconsistencies in orientation, size and in the use of upper and lower case letters. Few pupils join their letters in a clear and fluent manner and a significant number of pupils present their writing untidily.
61. The overall quality of teaching and learning is good. Lessons are well planned and the needs of differing abilities are clearly met. This was evident in a good lesson in the Year 4/5 class when an extension activity for the more capable pupils had been prepared in advance. Learning objectives are clearly shared with the pupils and used to evaluate learning at the end of sessions. There are good procedures in place to track pupils' progress; regular tests are set, teachers carefully analyse the content, and points for improvement are clearly identified. Teachers generally set a good pace and most have high expectations of behaviour. However, in one class, a non-class-based teacher did not manage the large class sufficiently well. It was also very difficult for the teacher to meet the needs of the extensive range of ages and abilities within the class and this meant that the pupils were not fully challenged. Teacher expectations of the way pupils present their work are variable; at times, pupils' work is untidy and poorly presented. However, homework supports spellings and reading skills adequately.
62. Subject leadership and management are good. The co-ordinator has a comprehensive view of standards across the school. She checks teaching and learning on a regular basis and good practice is shared. The school has very recently relocated the school library and this is an attractive area that is well resourced and used regularly by the pupils to develop their research skills.

Language and literacy across the curriculum

63. The school is successful in encouraging all staff to contribute to pupils' development in language and literacy across the curriculum, and recognising how to make good use of these skills to further learning in different subjects. Pupils use their language skills appropriately in discussions about controversial subjects such as corporal punishment. They effectively use their writing skills to record factual information in history and religious education. Good use is made of literacy skills when the pupils publish stories using computer skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at both Year 2 and Year 6. Based on their prior attainment, all pupils are achieving well.

- The overall quality of the teaching and learning is good, with teachers making good use of mental activities to develop both pupils' knowledge and enthusiasm.
- There is often a lack of learning support assistants, especially in the mixed-age classes, to help both teachers and pupils.
- Teachers make good use of other subjects to enhance pupils' numeracy skills.
- The attitudes and behaviour shown by pupils are very good. They clearly enjoy their work in the subject.
- Subject leadership and management are good.

Commentary

64. Pupils throughout the school are confident in tackling all aspects of mathematics and they show above the expected levels of understanding and skills. For example, pupils in Year 2 tackle addition and subtraction confidently and they have a secure knowledge of the multiplication facts relating to 2, 5 and 10. Pupils in Year 6 readily reduce a fraction to its lowest form and they confidently use brackets in their number work when appropriate. Pupils in Year 2 measure accurately with a range of standard and non-standard measures and the oldest pupils calculate areas and perimeters using a formula. Pupils in Year 2 collect data, for example, on their favourite foods; they produce graphs and then interpret the information the graphs contain. Pupils in Year 6 readily compare simple distributions using range and mode. Pupils throughout the school tackle suitable and often challenging practical and problem-solving activities. Older pupils are competent at tackling problems that involve more than one step to find the solution.
65. The overall quality of teaching and learning is good. Lessons are suitably planned and resourced and, in particular, teachers fully and actively involve all pupils during the mental sessions at the start of lessons. Teachers have good subject knowledge; they explain clearly the work under consideration and they make good use of the appropriate mathematical terminology in explaining the methods and processes. Pupils are also provided with the opportunity to talk about their work and this benefits their understanding. Teachers make sure that pupils are kept busy with a range of challenging activities and suitable help is provided both by themselves and teaching assistants when they are available. At other times, when no assistant is available, teachers have to cope on their own and this is no easy task with the mixed ages and abilities usually present. However, the teachers cope admirably and, as a result, all pupils, including those with learning difficulties, make good gains in their overall mathematical knowledge and understanding.
66. Pupils throughout the school clearly enjoy their work in mathematics, in particular, the mental sessions. They are prepared to answer questions and offer opinions. They settle to their written and practical tasks with interest and enthusiasm, work well with other pupils, when required, and make good attempts to find answers and provide solutions. Most pupils take considerable care with the presentation in their books and some take a pride in their work. However, a small number are inclined to be untidy at times. Teachers mark pupils' work regularly and most provide helpful, encouraging and sympathetic advice for them, to help them improve their work further.
67. The subject leader and manager provides good support for his colleagues and makes a positive contribution towards the high standards consistently being achieved. He regularly monitors the work being produced by pupils and observes lessons to evaluate the standards being achieved in class. Resources are satisfactory and used appropriately to support pupils' achievement.

Mathematics across the curriculum

68. Numeracy is taught most successfully in mathematics lessons, with teachers putting much emphasis on developing pupils' ability in handling numbers. Teachers also make suitable allowance for pupils to develop their mathematical skills in other subjects, such as science and

geography. Good use is also made of information and communication technology, especially in relation to data handling and work on shape.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are rising and achievement by the end of Year 6 is good.
- Teaching is good overall.
- Curriculum planning provides a good balance between investigative work and the knowledge and understanding of science that pupils need to learn.

Commentary

69. Due to the timing of the inspection, judgements are made on the observation of two lessons, discussions with pupils and a detailed analysis of their work since September 2003.
70. Analysis of pupils' work and results of teachers' assessments indicate that standards overall in Year 2 are in line with national expectations and pupils' achievement is satisfactory. Pupils carry out a good range of investigations and have a sound understanding of what is required for a test to be fair. They communicate the results of their investigations in a variety of ways, including using information and communication technology to compile tables and draw block graphs. They have a good knowledge of the growth of a human baby and about teeth. Their knowledge of materials and their properties and of physical processes is satisfactory.
71. Standards in Year 6 are in line with national expectations. This represents good achievement for the current Year 6 cohort as it contains a higher than average proportion of pupils with special educational needs who achieve well. Through carrying out investigations, pupils have a good understanding of the reflection of light and how light travels through different types of lenses. They know that friction is a force that slows moving objects. They know about the human respiratory system and how the eye works.
72. The previous inspection reported that standards in science were good, which implies that pupils are relatively doing less well than they were at that time. However, when the lower standards of attainment on entry of the current pupils are taken into consideration, and the steadily improving performance in national tests, it is clear that pupils are achieving just as well.
73. The quality of teaching and of learning ranges from satisfactory to very good, and is good overall, with the best teaching in Years 4, 5 and 6. Features of the best teaching are very good relationships and management strategies that result in pupils being fully engaged in their learning and behaving very well. Teachers have very good knowledge and understanding of science and give very clear explanations of scientific principles. This helps pupils to achieve well. Across the school, pupils' work is marked accurately so they know how well they have done. In Years 4 to 6, teachers usually indicate in their marking what pupils need to do in order to improve and this helps them to achieve well. Also in these year groups, work is well matched to pupils' age and prior attainment, ensuring that they make good progress. Lessons are well planned, with clear learning objectives that are made explicit to pupils at the outset so they know precisely what is expected of them. Very good attention is also given to the health and safety implications of carrying out the investigations. Where teaching is less good, all pupils are given the same work, irrespective of their age and ability. This reduces the achievement of those pupils who have the potential to attain more highly. No overall judgement was made on the quality of teaching at the last inspection so no comparison can be made.
74. Leadership and management are good. The co-ordinator has regular release from her class teaching to support other teachers. During the inspection, she very effectively supported

pupils with special educational needs in another class, resulting in them achieving well in the lesson. The science curriculum is good; teachers plan a good range of investigations to ensure that pupils fully understand the scientific knowledge and skills that they need to learn and provide work of increasing difficulty for pupils as they get older. The sensitive grouping of pupils ensures that they work well collaboratively, which makes a significant contribution to their social development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- There has been a very significant improvement since the time of the previous inspection.
- Good use is made of information and communication technology skills across the curriculum.
- The quality of teaching and learning is good.
- Pupils show very good attitudes towards their work.
- The subject is well led and managed.

Commentary

75. By Years 2 and 6, standards are as expected and this is an improvement since the last inspection when they were judged to be unsatisfactory. Pupils can produce appropriate text on a variety of topics, varying it to suit their needs; they often produce illustrations to add detail, for example, artwork in the style of famous artists. They undertake relevant modelling activities and, whilst younger pupils can follow instructions to play adventure games, older pupils produce spreadsheets relating to shopping activities. Pupils have a secure understanding of control technology; pupils in Year 2 confidently give instructions to a floor turtle and those in Year 6 use a computer to control the movements of a model car. The oldest pupils in the school have developed a further range of skills by producing multi-media presentations based on historical aspects such as World War II.
76. The quality of teaching and learning is good and this is an improvement since the last inspection. Teachers are confident in their subject knowledge and they now provide a good range of resources for pupils to use, both in the computer suite and the classrooms. Teachers provide clear advice and demonstration for pupils and keep them busy throughout. Good use is also made of support staff, when they are available, to provide help for individual pupils. Teachers provide pupils with a good mix of independence and support and this enables all pupils, including those with learning difficulties, to achieve well.
77. Pupils' attitudes to the subject are very good and they clearly enjoy their work. When using computers, they listen carefully to the instructions being given and they show good concentration when working with equipment. They work well alone and, when required to do so, readily work with partners and take turns. They behave very well and are most keen to accomplish whatever task is set them. They handle all forms of equipment with great care. Pupils' attitudes contribute well to the good progress they are all now making.
78. Leadership and management of the subject are good. Both subject co-ordinators are keen, enthusiastic and well-qualified. They have the opportunity to support their colleagues in lessons and have assembled examples of pupils' work, to illustrate the standards being achieved. The co-ordinators readily identified previous weaknesses in provision and they have worked hard, with other staff, to rectify these. They have contributed well to the improvements that have been made.

Information and communication technology across the curriculum

79. Teachers are increasingly confident in their use of information and communication technology and they make good use of it in their teaching of a number of subjects, such as mathematics and art and design. Particularly effective use is made in history, where pupils regularly use the Internet to find information.

HUMANITIES

Religious education was inspected in full and reported below. Aspects of history and geography were sampled.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- By the end of Year 6, pupils have a good knowledge of Christianity and Islam.
- Pupils have a clear understanding of the need to be tolerant of others.
- The attitudes of pupils towards the subject are very good.
- The quality of teaching and learning is good, with a variety of learning experiences provided for pupils.
- The subject is well led and managed.

Commentary

80. Standards in Years 2 and 6 meet the expectations of the locally agreed syllabus. By Year 2, pupils are familiar with two major world faiths, the Christian and Jewish faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Joseph. Pupils explain clearly that religions have different buildings for the purpose of worship and also books that are special to them. For instance, they readily name and describe the Bible and the Torah. Pupils understand that religions have various ceremonies and special occasions. For example, they describe in detail why Easter is so important to Christians and Hanukkah is important to Jews. Pupils confidently discuss the need for friends and friendship and they confidently explain the need to care for one another.
81. By Year 6, pupils are suitably informed about a number of world religions, successfully explaining many aspects of the Christian, Hindu, Islamic and Jewish faiths. They know that all religions have distinctive traditions and lifestyles. For example, pupils in Year 6 identify the importance of the Five Pillars of Wisdom to Moslems and are particularly knowledgeable about the Hajj. In Years 4/5, they are aware of the need for rules and laws in our lives. They explain the importance of the Ten Commandments to the Jews. Pupils in Year 6 extend their understanding of Christianity through explaining the importance of the Creed. All are aware of the need for love and understanding in their dealings with others, and they recognise, in particular, the importance of their own families. Pupils throughout the school clearly understand the need to be tolerant of other people's dress, lifestyle and rituals.
82. The quality of teaching and learning is good. Lessons throughout the school are well planned, and interesting ideas and information are presented to pupils. Teachers have good subject knowledge and all pupils, including those with special educational needs, are able to make good gains in their knowledge and understanding. Teachers ensure the pupils' interest through a thoughtful variety of learning experiences; these include asking thought-provoking questions,

making good use of religious artefacts, visiting religious buildings, providing drama activities and providing opportunities to express their thoughts at length through writing.

83. During the lessons seen, pupils were very keen to provide a variety of thoughtful answers and observations. They enjoyed the range of activities and experiences provided, especially handling religious artefacts. The pupils worked well with each other and were keen to complete the tasks set. Discussions with pupils show a considerable interest in the subject and their attitudes are clearly very good. Pupils take care with the presentation of their work and it is marked well by the teachers.
84. The subject is well led and managed by an enthusiastic and very good practitioner. She has some opportunity to observe lessons in other classes. She has also collected a good range of pupils' work to monitor coverage and has a clear understanding of the standards being achieved. The subject leader supports her colleagues when required and has provided an improved range of resources with which to enhance lessons.

Geography and History

85. Work was sampled in history and geography. During the inspection, only one lesson was seen in **geography** and so no overall judgement is made. In the lesson seen, in Years 4/5, the pupils produced plans and scale maps relating to a planned trip to York. The teaching was good, pupils were very well behaved and the standard of the work produced was higher than that expected. A study of teachers' planning and samples of pupils' work completed so far show that coverage is appropriate and suggests that overall standards are also better than expected. For example, this year, pupils in Year 1 have studied different types of houses and produced accurate maps of the school grounds. Pupils in Year 2 have further developed their knowledge of maps through mapping Winford and writing in some detail about the jobs of people who live there. Pupils in Year 3 have examined the different foods found around the world, for example, in India. Year 6 are able to name important rivers and features of those rivers, such as source and mouth, and name the most important mountains and mountain ranges. Pupils throughout the school all show an appropriate concern for the environment.
86. During the inspection, only two lessons were seen in **history** so no overall judgement could be made on standards. In these lessons, on aspects of the Ancient Greeks for Year 3 pupils, and the historical importance of York for those in Year 6, the standard of pupils' work was generally higher than that expected, their attitudes to the subject were good and the overall quality of teaching was good. Discussions with pupils on other aspects of the subject also showed they had a knowledge and understanding of the subject higher than expected for pupils of this age. Pupils in Year 1 had a clear understanding of chronology, relating in particular to their study of household items and how they have changed. They could talk in detail about aspects of the Great Fire of London, as well as a number of famous people, such as Florence Nightingale. Pupils in Year 2 knew details about Winford in the past, especially relating to the school. Pupils in Years 4/5 had a clear understanding of many aspects of life in Tudor times in Britain, whilst those in Year 6 had a good knowledge about life in Britain since 1930, especially regarding World War II. These pupils could also confidently discuss aspects of the history of Bristol, such as the journeys of John Cabot.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in physical education but none in art and design, design and technology and music, as these subjects were not a focus for this inspection. A judgement about provision for art and design has been made based on an analysis of pupils' work.

Art and design

Provision in art and design is good.

Main strengths and weaknesses

- Standards are good.
- Pupils' work indicates that teaching is good overall.
- There are good links between art and other subjects.

Commentary

87. Examination of pupils' work displayed around the school and seen in their art folders indicates that standards are above national expectations in Year 2 and Year 6 and their achievement is good.
88. Across the school, pupils study the work of a wide range of artists. For example, pupils in Years 1, 2 and 3 have studied Mondrian, Picasso and Monet. They have mixed white and one other colour to create many shades of that colour. Using Monet's *'Water Lilies'* as a focus, they made their own *'Garden of Giverny'*, showing painting skills above those expected for their age. They have made good use of computers to create pictures in the style of Mondrian. In Years 4 and 5, pupils have used above average skills to paint pictures in a Japanese style, linking well with the extended visit of the Japanese assistant. They have also drawn very detailed portraits of Tudor characters in connection with their history topic. In Year 6, pupils have accurately captured the mood of the depression in their pencil drawings of characters from the 1930s. They have also analysed in detail Cézanne's *'Pine Trees,'* and painted their own pictures imitating his use of colour and texture. Pupils talk eagerly and proudly about their pictures and are clearly engaged in art lessons.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and pupils' achievement in the two lessons seen were good.

Commentary

89. A good dance lesson was seen in the Years 1, 2 and 3 class, where the maturity of the Year 3 pupils was used well to encourage younger pupils to attain standards above those expected. Pupils responded well to the pre-recorded lesson and by the end of the session their movements reflected changes of rhythm, speed, height and direction. The teacher had a good relationship with the pupils and used appropriate management strategies to ensure that they behaved well. Five pupils had been withdrawn from this lesson, on the basis of a strict rota, and this very effectively eased the cramped situation in the small hall. The other lesson seen was a games lesson in Year 6. This was also a good lesson. The teacher had a very good relationship with the pupils so they responded very well to his directions and behaved sensibly. All pupils, including those with physical disabilities, were included very effectively in this lesson. Pupils showed great consideration to each other, for instance, collecting balls for each other when they went rolling down the slope of the playground. This level of concern for each other is a result of the teacher's good example and the caring ethos of the whole school. The standard of throwing and catching skills shown in this lesson was in line with those expected nationally. This represents good achievement for the class, which has a higher than usual proportion of pupils with special educational needs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Staff provide good role models.
- Good use is made of external visitors.

Commentary

90. Satisfactory provision is made for pupils' personal, social and health education (PSHE). There are appropriate policies for PSHE, sex and relationship education and drugs. These are effectively carried out in timetabled lessons for older pupils and more informally for younger ones and children in the Foundation Stage. They are given adequate opportunities to explore and think about issues that affect their personal, social and health development. Most of all, they are encouraged to develop an awareness of the responsibilities of living in a community through the good role modelling of the staff. As a result, relationships in the school are good. External visitors are used effectively to support teaching of PSHE as, for example, the school health nurse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	3
How well the school seeks and acts on pupils' views	4
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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