

INSPECTION REPORT

ST BARNABAS PRIMARY SCHOOL

Bristol

LEA area: South Gloucester

Unique reference number: 109174

Headteacher: Mr M Dyson

Lead inspector: Mr D Clegg

Dates of inspection: 17 – 19 November 2003

Inspection number: 260501

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 Controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 330

School address: Poplar Close
North Common
Warmley
Bristol
Postcode: BS30 5JX

Telephone number: 01454 862233
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Appropriate authority: Governing Body
Name of chair of governors: Mrs J Allinson

Date of previous inspection: 27 September 1999

CHARACTERISTICS OF THE SCHOOL

A larger than average primary school with 330 pupils aged four to eleven years.

Pupils are organised into eleven classes. There are two mixed aged classes. Almost all pupils are White-British with a small group of pupils from mixed backgrounds. All pupils are fluent in English. There is a below average proportion of pupils with special educational needs but the number of pupils with statements of special needs is about average. Main difficulties are moderate learning problems, social and behaviour difficulties and speech or communication problems. There are three pupils whose hearing is impaired.

There is an average proportion of pupils who are eligible for free school meals.

At the time of the inspection the headteacher was on long term absence due to illness.

The school has changed its name recently from Warmley CofE Primary.

Children's attainment on entry is slightly above the LEA average; data for the past two years confirms this.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4341	Mr D Clegg	Lead inspector	Mathematics Information and communication technology
9146	Mr M Brennand	Lay inspector	
4343	Ms S Billington	Team inspector	Special educational needs English as an additional language Science Art and design Design and technology Physical education
24342	Ms D Franklin	Team inspector	English Geography
14997	Ms V Emery	Team inspector	Foundation stage History Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** standard of education. Sound teaching helps pupils to achieve **as well as they should in most subjects**. The quality of leadership and management are satisfactory and the school provides sound value for money.

The school's main strengths and weaknesses are:

- Children make a good start in the reception year
- Pupils attain good standards in reading but below average standards in writing
- Pupils have positive attitudes and they behave well
- There is too much inconsistency in the quality of teaching
- The school is very inclusive
- There is a good range of activities outside the normal curriculum
- Parents are pleased with the school
- There are weaknesses in leadership and management
- There is not enough use of information and communication technology (ICT) across the curriculum

There has been satisfactory improvement since the last inspection. Accommodation and resources, particularly for ICT, have improved significantly. The overall standards are similar; the quality of education is also similar. There has been good improvement in the provision for children in the reception year.

Areas where improvement has been insufficient

Whilst there has been progress in improving most aspects of the school, not all the weaknesses have been successfully eliminated. Standards in writing remain problematic, teaching has improved but there is still not enough consistency. The way some subjects are led and managed is leading to improvements but there remain weaknesses. ICT has improved, but there is still work to do.

STANDARDS ACHIEVED

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

*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.*

The majority of pupils, throughout the school, achieve **satisfactorily** and attain average standards. The youngest children reach the expected levels by the time they start year 1. In years 1 and 2 pupils achieve satisfactorily; they reach the expected levels in the basic skills of numeracy and literacy. They achieve better in reading than in writing. Between years 3 and 6 pupils achieve satisfactorily in mathematics and science. Standards in science are improving and are better than recent test results would indicate. They achieve well in reading but their achievement in writing is unsatisfactory.

Pupils have good attitudes to work and the great majority behave well in lessons. The older pupils are generally mature and sensible; they show a responsible approach to their work, maintain constructive relationships with friends and adults and are well prepared for the next stage of education. Attendance and punctuality are good.

Pupils' personal development is **good**.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. The overall quality of teaching is **satisfactory**. There is some variation in the quality of teaching; it is good for children in the reception year and satisfactory for years 1 to 6.

The curriculum is satisfactory; a particular strength of the curriculum is the good opportunities pupils have to take part in enriching activities including sports and the arts. The pupils with significant learning difficulties receive good support. The accommodation is very good and resources are satisfactory.

Staff provide a good level of care and support for all pupils.

There are good links with parents with sound arrangements for giving pupils homework. There are very good links with local schools. The links with local businesses and other local communities are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The acting headteacher has effectively managed a difficult and uncertain period for the school. There are weaknesses in how the school seeks and achieves sustained improvement. The quality of the leadership and management of different subjects is too variable; the planning for improvements is not rigorous enough in some key areas of weakness.

The governing body provides sound support to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are generally positive about the school.

Pupils are very positive about what the school does for them. Their views are actively sought through a well-organised and successful school council.

IMPROVEMENTS NEEDED

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

- Reduce the level of inconsistency in the quality of teaching
- Raise standards in writing across the school
- Improve the overall quality of leadership and management
- Expand the use of ICT across the curriculum

and, to meet statutory requirements:

- Make sure that the governors' annual report fully meets requirements
- Make sure that progress reports to parents include targets for improvements
- Make sure the policy to promote racial harmony is ratified and implemented.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils achieve **satisfactorily**. The standards achieved by both seven and eleven year olds are broadly in line with the national average in English, mathematics and science. Pupils generally achieve **satisfactorily** but there is some variation in English; they achieve well in reading but do not achieve enough in writing.

Main strengths and weaknesses

- Standards in reading are good
- Children in reception classes achieve well in personal and social development
- Pupils with significant learning difficulties achieve well through good support
- Standards in writing throughout the school are too low
- Standards in aspects of art are good
- Standards in science are improving
- ICT is not used enough in different subjects

Commentary

1. The youngest children make a good start and benefit from the good teaching. Almost all the pupils reach the expected levels by the time they start year 1. Children achieve particularly well in social development and are well prepared for the next stage of learning.

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

Standards in:	School results	National results
reading	16.1 (15.5)	15.5 (15.8)
writing	13.9 (13.6)	14.4 (14.4)
mathematics	16.3 (15.7)	16.1 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year

Key Stage 1 (results for seven year olds)

In comparison with all schools:

- The 2003 results represent an improvement on the previous year in reading and mathematics
- Results in reading and mathematics are in line with the national average
- Results in writing remain below average
- The trend in improvement in results is below that for most other schools

In comparison with similar schools:

- Average results in reading and mathematics
- Below average results in writing

2. Seven year olds generally achieve satisfactorily although too few pupils achieve the higher levels in English. This is especially marked in writing with no pupils attaining the higher level for the second year in succession.
3. There is a small difference in the attainment of boys and girls. The boys do a little better in writing and the girls do better in reading. The **standards in the inspection** broadly reflect the

results of the tests. Standards in reading and mathematics are better than in writing. Pupils do not achieve as much as they should in writing.

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

Standards in:	School results	National results
English	27.0 (25.3)	26.8 (27.0)
mathematics	26.5 (26.1)	26.8 (26.7)
science	27.3 (27.3)	28.6 (28.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2 (results for eleven year olds)

In comparison with all schools:

- The results in 2003 are an overall improvement on the previous year
- English and mathematics are in line with the national average
- Standards in science are well below average for the second year in succession
- The trend in improvement is below the national trend

In comparison with similar schools:

- English results are in line with other schools
- Results in mathematics are below those of similar schools
- Science results are well below those of similar schools

4. Whilst the results in English are broadly in line with expectations there is a significant difference in the standards attained in reading and writing. In reading pupils achieve well between the years 3 and 6 and almost half of the pupils attain above average levels. In writing, very few pupils reach above average levels. Overall, in writing, pupils do not achieve as much as they should.
5. Over time, there is very little difference between the performance of boys and girls.
6. Inspection findings are similar to the results. The difference between standards in reading and writing is very evident. Standards in mathematics are in line with expectations, in some lessons pupils achieve well in response to the good teaching. In science the standards are showing some improvements with more pupils beginning to attain higher than average standards.
7. In many lessons pupils with significant learning problems do well. They are well supported by learning assistants and often make more progress than might be expected because of the good support.
8. In other subjects inspected the standards were generally in line with expectations. In information and communication technology pupils' skills are broadly as they should be. The older pupils have not had enough opportunity to work with some aspects of the subject and do not use their skills in subjects across the curriculum. Standards in religious education and history are in line with expectations, some aspects of art are better than often seen. Standards in physical education are also similar to those seen generally.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **good**. Pupils' attitudes and behaviour are **good**. Personal development is also **good**, particularly pupils' spiritual, moral and social development. Their cultural development is **satisfactory**.

Main strengths and weaknesses

- The school effectively promotes good attitudes and behaviour
- Pupils are given a clear understanding of the importance of relationships and the difference between right and wrong
- A small number of older pupils are occasionally immature

Commentary

9. Pupils are unanimous in their support for the school and particularly their teachers. Pupils enjoy their lessons and are very keen on the wide range of extra-curricular activities.
10. Pupils behave well in lessons and they move around the school in an orderly and polite manner. For instance they hold doors open for one another, wait patiently in line to have lunch and sit quietly both before and during assembly. No instances of bullying were observed and conversations with parents and pupils confirmed that such incidences are rare. Whilst the behaviour of the vast majority is good there are some pupils, particularly in years 3 to 6 who are occasionally immature. Their behaviour can have a detrimental impact on the learning of the majority.
11. Good relationships at all levels help the school to run smoothly on a day by day basis. For example at lunchtime pupils sit and chat sociably and in lessons there are opportunities for children to work together. Pupils are offered opportunities to develop personally through, for instance, being involved in deciding their own class rules and acting as school councillors.
12. Spirituality is well promoted through assemblies and religious education (RE). Assemblies are particularly good, giving pupils time to reflect on important messages. The strong moral code that runs through the school also helps pupils to develop an understanding of right and wrong.
13. Although cultural provision is satisfactory there are some weaknesses, specifically relating to the awareness amongst pupils of other religions and cultures. Whilst RE is used to study a range of religions, and the school celebrates festivals such as Divali, pupils' ability to appreciate fully what it is like growing up in a multicultural society is limited.

Attendance

14. Over the last two years attendance has been above the national average. Parents are keen for their children to attend and they are also good at informing the school when their children are absent. This means that little time is spent following up absences. Where there are absences there are good systems in place to follow them up. Unfortunately, holidays taken in term time make up a growing proportion of authorised absences

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.3
National data	5.4	National data	0.4

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

Exclusions

15. There are currently no exclusions and there were none during the previous year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **sound** quality of education. The quality of teaching and the curriculum are **satisfactory**; the way the curriculum is enriched is good and the school provides well for pupils' personal development.

Teaching and learning

The overall quality of teaching and learning is **satisfactory**. The teaching in the reception year is consistently **good** and this helps children to make a good start. The teaching in years 1 and 2 is **satisfactory** and often good. The teaching in years 3 to 6 is **satisfactory** and occasionally good.

Main strengths and weaknesses

- Teaching in the reception classes is interesting and practical
- Lessons are well planned and often have a clear structure but occasionally the pace is too slow
- The quality of English teaching is too inconsistent
- Teaching assistants provide good support to pupils with special educational needs
- There is too much inconsistency in the level of challenge for pupils

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (11%)	19 (43%)	19 (43%)	2 (5%)	0 (0%)	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.

16. The quality of teaching has improved slightly since the last inspection. There is more good teaching and this is particularly evident in lessons with the youngest children. Lessons for these children are very carefully planned and there is a good balance between practical activities and direct teaching. Good planning is a feature of many lessons. Teachers have a good view of what they intend to teach and make their intentions clear to the pupils at the start of lessons. This is helpful; it gives pupils a sense of purpose and helps to motivate them to work hard.
17. Lessons also have a clear structure; there is often an introduction that includes clear explanations and demonstrations about what children will be learning. The final session is often a review of what has been learned. In a few lessons the balance of the time results in the speed of learning being too slow. For instance, occasionally, the introduction is too long and so pupils do not have enough time to do the activities and they do not learn as much as they could.
18. The teaching of mathematics is consistently satisfactory and often good, particularly in years 2, 3 and 5. The teaching of English, particularly writing, (see paragraph 59) is not as good and this results in standards in writing being below what they should be.
19. Teaching of pupils with special educational needs is satisfactory overall. When pupils are supported individually or taught in small groups by learning support assistants (LSAs), teaching is usually good. The LSAs are skilled at reinforcing teachers' key teaching points and helping pupils to take a full part in lessons. When pupils do not have the support of an LSA, the quality of teaching is more varied. Some class teachers are skilled at involving pupils in discussion and modifying tasks so that they can cope with what they are asked to do. On other occasions,

work is not adapted to the level of pupils' understanding and they have difficulty with the work that they are given.

20. In the majority of lessons the work planned for pupils is well matched to what pupils are capable of learning. In the good lessons there is a sharp emphasis on stretching the more able pupils as well as helping those who find learning more difficult. However, there are occasions when pupils are working at a too low level, the work they are doing is too easy and it is not moving them on in the way lessons should. This often applies to the more able pupils.
21. Overall teachers manage pupils very well. In some cases, teachers show remarkable patience and forbearance in dealing with pupils who find it very difficult to maintain their concentration and are very easily distracted. They manage pupils with humour and cheerfulness. They praise good behaviour and so reinforce their high expectations. Occasionally, the management of pupils is not so positive. There is too much emphasis on 'telling pupils off', being negative and reminding pupils of sanctions rather than reinforcing their good behaviour.

The curriculum

Overall the curriculum is **satisfactory** and generally meets the needs of pupils. The variety and range of school visits, visitors and extra-curricular activities are **good** and further enhance learning. The quality and range of resources are **satisfactory** whilst the accommodation is **very good**.

Main strengths and weaknesses

- There is a good curriculum for the reception year
- The provision for pupils' personal, social, health education and citizenship is good
- There is good provision for extra-curricular activities, particularly to enable pupils to participate in sports and the arts
- Provision for pupils with significant difficulties is good
- There is good provision for equal access to the curriculum
- The impact of the literacy strategy is too variable
- There are improved ICT resources that are currently not used enough

Commentary

22. There is a good range of visits to museums and other places of interest and of visitors coming into school and this helps to make learning interesting. A good range of extra-curricular activities, and for some pupils, access to regular tuition to learn a musical instrument supplements these opportunities. Children also have regular French lessons. Pupils have lots of opportunities to participate in sporting activities with neighbouring schools. There are also good opportunities for pupils to take part in a range of musical and dance events, held within the Local Education Authority (LEA).
23. Statutory requirements are met including those for religious education. The school uses national guidance about different subjects to plan lessons. This is particularly effective in planning a good range of activities for the very youngest children.
24. The school's involvement in the healthy schools' project has resulted in the introduction of a detailed programme to develop pupils' personal, social and health education and citizenship. The scheme, which includes a drugs awareness programme, has been effectively implemented across the school and is having a positive impact on learning. Sex education is appropriately taught through the science curriculum.
25. There is a good level of provision for pupils with significant learning difficulties. Learning support assistants follow well-structured programmes that focus on the targets set in pupils' individual education plans (IEPS). These support staff play a key role in tracking the

achievements of the individual pupils that they support and are fully involved in reviews of their progress. The LSAs are also instrumental in ensuring that these pupils are fully included in lessons.

26. There is good equality and access for all pupils. The curriculum has been adapted for mixed aged classes to ensure that the appropriate skills are taught to the pupils in the relevant year groups. Teachers also ensure that pupils who are withdrawn for additional support or for music tuition do not miss the same lessons every week. The school effectively ensures that all pupils are fully included at all times.
27. The impact of the literacy strategy is variable and is not having a good enough effect, particularly in raising standards in writing. The school has introduced a number of curriculum initiatives relating to literacy but has not rigorously monitored the impact of these initiatives on standards, particularly in writing. The reception class is currently involved in a 'Story Making' initiative with the Department for Education and Skills and with the International Language Centre; it is early to judge the impact of this initiative on standards but at this stage it appears positive.
28. The accommodation is much improved since the last inspection. Additional building works have created more classrooms and spaces for pupils to undertake practical activities. Resources have also improved and are at least adequate for most subjects.

Care, guidance and support

The school is **good** at caring for its pupils. It has effective procedures to ensure their welfare and safety. Staff know pupils well and they provide **satisfactory** support when required. The school is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- There are good procedures for the induction of children and their transfer to secondary school
- The records for medicines and the administering of those medicines is very good
- There are good arrangements for seeking and acting upon pupils' views
- Pupils knowledge of their learning targets is variable

Commentary

29. Pupils starting in reception attend story afternoons prior to starting school. Where that is not possible the school makes visits to local playgroups as well as home visits to see pupils before they start. Parents who prefer not to be seen at home are invited in to school where all aspects of school life are explained. The school also holds a curriculum evening for new parents so that they are clear on the topics that children will be studying once they start, and how they can be helped at home. The majority of pupils go to the local secondary school with which the school has very good transfer arrangements. There are transition projects in English, mathematics and science, which have been very successful and there are plans to introduce a similar activity for physical education (PE).
30. Aside from the good arrangements for child protection and health and safety, this school has very good procedures in place for the administering of medicines to pupils whose health needs require them. Central to this is the secretary who is a qualified first aider. Good emergency records are maintained so that parents can be contacted when necessary and these records are regularly checked to ensure that they are up to date. Pupils feel very secure in the school.
31. Through the school council pupils have the opportunity to put forward ideas and become involved in the day to day running of the school.

Partnership with parents, other schools and the community

The school has established **good** links with parents. It has established **satisfactory** links with the local community. There are **very good** links to local schools.

Main strengths and weaknesses

- The majority of parents hold positive views of the school
- Provision for homework is good
- Local schools work well together
- The links with the business community are limited

Commentary

32. The parents' questionnaires were overwhelmingly supportive of the way in which the school is run. This view was confirmed in numerous interviews with parents during the week of the inspection. There was however a very small minority of parents attending the parents meeting who held negative views about how the school dealt with concerns.
33. There is an active parents-teacher association (PTA), which organises a range of social and fund-raising events through which contact is maintained. There are regular newsletters and two parent consultation evenings a year. Parents provide good support in classes helping with reading and craft activities and in running some of the after school clubs. Parents are also encouraged to attend class assemblies and up to fifty recently attended the Remembrance Assembly. Reading diaries are well used as a means of creating dialogue between the school and home.
34. Since the previous inspection the way in which the school organises homework has improved. Parents now know when homework is set and when it has to be completed. Whilst a few parents felt that there is too much homework, particularly for younger pupils, the general feeling is that the school is getting things about right. Further evidence of good provision is the formation, by a parent, of a homework club. This is well supported by pupils and parents alike.
35. The school is part of a strong local group of schools. This group has worked together to provide some good training opportunities for staff.
36. Within this aspect there are some weaknesses, notably in the lack of any links with schools which are ethnically diverse or with local businesses. Not enough is done to give pupils a greater appreciation of life in a multicultural society or in the working world.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The acting headteacher has done well to lead the school through a prolonged period of uncertainty. Weaknesses in management systems slow the rate of school improvement. Governors are supportive of the school and clear about its strengths, but are not sufficiently aware of some areas of weakness, particularly in the standards achieved.

Main strengths and weaknesses

- The reception year is well led and managed
- Some subject co-ordinators provide good leadership and management, but overall the quality of leadership is too varied
- Provision for pupils with special educational needs is well managed
- Aspects of planning for improvements are weak

Commentary

37. In the reception year very good liaison between the two teachers ensures that children have the same opportunities. There is a good sense of teamwork amongst all the staff who share the same aspirations for the children.
38. Some co-ordinators have had a positive impact on the subjects that they lead. In mathematics, for example, good analysis of pupils' performance in national tests has led to improvements in planning. The co-ordinator for science has worked hard to raise the status of the subject and increase staff confidence in planning and teaching the practical aspects. However, the quality of leadership in English is weak and this is slowing the rate of improvement in this subject.
39. The co-ordinator for special educational needs (SENCO) ensures that provision for pupils with significant learning difficulties is well organised. Learning support assistants are carefully deployed to ensure that these pupils get good support in lessons. Their progress is carefully documented and reviewed regularly. However, there is limited classroom support for those pupils who have more minor learning difficulties. In addition, the SENCO has very little opportunity to advise class teachers on strategies to adapt work to meet the needs of these pupils. This is resulting in the variation in the quality of this aspect of provision.
40. Although the school has recognised the need to improve standards in English, the strategies put in place to do this have had limited impact. Activities intended to address weaknesses are often slow to be implemented and are not properly evaluated. Writing is a particular area of weakness, but there has been very little lesson observation to look at this element of teaching. Over the past year, monitoring has focused on aspects of the teaching of reading and has identified some points for improvement, but these have not yet been followed up.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	742,169
Total expenditure	713,055
Expenditure per pupil	2160

Balances (£)	
Balance from previous year	40,296
Balance carried forward to the next	29,055

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Provision for children in reception is good and achievement is satisfactory in all areas of learning and good in personal, social and emotional development. Children are developing positive attitudes about how to learn and how to behave. By the end of reception year they are well equipped to work within the National Curriculum in year 1. The provision in the reception classes is much better than it was at the last inspection. Teaching is now good and the accommodation has improved to include outdoor play areas. The children enter the reception classes in the September term in the academic year in which they are five. Most children have had some pre-school experience and attainment on entry varies for the current group of children, but is broadly average. However, there are consistent weaknesses in writing skills and some children have limited speaking skills.
42. Teaching and learning are now consistently good in all areas of learning, with a good range of relevant and practical activities which supports learning well. Children achieve very well in their personal, social and emotional development because this is a particular strength of the teaching. It is because of this that children are able to cope well with a wide range of both directed and self chosen activities in all areas of learning. Lessons are planned and resourced well with a wide range of exciting and meaningful practical activities. Teachers use their teaching assistants and parent helpers very well; as a result the needs of all children are met well. The children's progress is also monitored well and a good range of information is collected regularly about all children. The use of this information to plan tasks to meet the needs of individual children is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children achieve well because of the very good teaching and high expectations of staff
- Good supportive relationships are established, so the children are confident and happy and able to work independently

Commentary

43. Both teachers and other staff and helpers provide a happy and secure environment where expectations are high and classroom routines are quickly and securely established. Even at this early stage in the year, children conform, know what is expected of them and have learned the correct way to behave. All adults provide excellent role models. Children show a good level of interest in what they are doing and work well co-operatively even when they are not directly supervised.
44. From the outset, staff teach the children rules and responsibilities and there are carefully established routines such as 'special person*', in which all children participate. A particularly good feature of the teaching was the teacher leading a small group session, where children were encouraged to express their fears and other children tried to find satisfactory solutions for them. Planning time is another good feature which has improved since the last inspection. Children have opportunities to choose and plan their own activities, recording their choice through pictures. They do this confidently.

*Their names are displayed prominently and they have special responsibilities for the day.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff create good opportunities to develop the children's language skills
- Early reading and writing skills are taught systematically and well
- The story making project is making a positive impact on standards

Commentary

45. Early indications are that the majority of children are on course to achieve well and meet the expectations in this area of learning. Already, the children are making good progress as a result of the many good opportunities to talk and listen. All adults take every opportunity to develop clear speech and extend vocabulary through careful questions and modelling of clear and correct speech.
46. Sound recognition and letter sounds are taught regularly and consistently in both classes. Through linking actions to sounds children are learning to recognise initial sounds of words and some recognise final sounds and letter strings. Books play a prominent part in the class room and are regularly enjoyed both together as a class and at home.
47. The children's involvement in the 'story making' project provides additional good support. For example, children learned to retell the story of 'Little Jack', using very clear speech and good expression. Another good feature of the story making project is the focus on teaching children how stories are put together. During the inspection, children were enjoying making pictorial story plans and were able to change the characters and the story from the original story.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The range of well thought out practical activities ensures that early number work is well covered
- Numbers and mathematical ideas are used well in other activities to reinforce learning

Commentary

48. The teaching and learning are good and most children are on course to meet the goals for this area of learning. The children are provided with interesting practical tasks that help them to learn. For example, a long colourful caterpillar line is used to identify numbers to 20. Counting the number of children staying for school dinners or packed lunches is skilfully used to explore the difference between numbers.
49. When children were learning about sequencing times of the day, children used dressing up clothes to identify different parts of their day. This excited and interested them. Other well planned practical activities, such as magnetic fishing lines to catch numbered fish and match them to a card and counting the number of claps when a child has a birthday celebration, are well focused on reinforcing the learning of number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

50. It was not possible to make an overall judgement about this wide area of learning, but the work seen was very good. Work was exciting, interesting and practical and stimulated and challenged the children. Children were helped to use all their senses following a story about a teddy that had hidden his toys under his duvet and were asked to identify objects by feeling the duvet then looking under it in the dark. Finally they saw the difference light made, when they were able to identify colours and shapes clearly using a torch. A 'Listening Lotto' game encouraged children to identify sounds of different animals with the pictures in front of them. Other children were working with clay to make thumb pots and using their sense of touch to create these.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children have good access to the school's hall for physical activity
- Teachers use the outside accommodation well

Commentary

51. The children were observed in the hall for a dance about a 'Starry Night'. Good links were made with art and design development as the Van Gogh picture of a 'Starry Night' was used well to inspire children's movement. Children learned to respond to the mood of the music and were helped to use actions and work at different levels to add interest.
52. The outside accommodation is used regularly for a range of physical activities, such as the use of wheeled vehicles. Additionally, other activities such as sand and water and musical activities take place, all of which help children to develop their physical skills. Good access to a wide range of practical activities such as cutting, modelling, and building with construction equipment gives further good support to physical development. This helps a majority of children to reach the required goals and achieve appropriately.

CREATIVE DEVELOPMENT

53. It was not possible to make a judgement about this wide area of learning. The work seen was good and children experience a wide range of activities. Work displayed indicated a range of painting and collage work. The creative play area is well established and well resourced with costumes and children were seen re-enacting known stories and creating their own role play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading are above the national average by the end of year 6
- Standards in writing are below the national average at the end of year 2 and year 6
- Assessment procedures are not being used effectively to track pupils' progress or to set them challenging targets to achieve
- Monitoring has not been rigorous enough to have sufficient impact on raising standards in writing

Commentary

54. Standards in English are average by the end of year 2. By the end of year 6, standards in reading are above average but in writing they are below. There has been very little improvement in standards of writing throughout the school since the last inspection. This is because the quality of teaching writing skills is still not good enough. Very little progress has been made in addressing the need to raise standards in writing identified in the last inspection.
55. Standards in speaking and listening are average and most pupils achieve satisfactorily. By the end of year 2 most pupils listen carefully to each other and are beginning to show confidence in talking, particularly when topics interest them. Older pupils confidently participate in discussions and develop ideas thoughtfully. They have a good range of appropriate vocabulary and talk confidently about their work.
56. Attainment in reading is above average by the end of year 6 and achievement is good. Younger pupils use a good range of strategies to read unfamiliar words and have a sound understanding of the difference between fiction and non-fiction books. Older pupils have a good knowledge of a variety of authors and talk sensibly about the books they prefer to read. They have several opportunities each day to read both independently and in groups and this has had a positive impact on reading standards.
57. Standards in writing are below the national average and many pupils are not achieving as well as they should. Too few pupils are attaining the higher National Curriculum levels in both year 2 and year 6. There is still an over reliance on worksheets for pupils to complete, which limits the amount they write and inhibits creativity. By the end of year 2, most are beginning to use punctuation correctly, but this is inconsistent. Spellings are usually phonetically plausible but only the higher attaining pupils are beginning to use adjectives and connectives to make their sentences more interesting. Few older pupils use imaginative vocabulary to produce varied and interesting pieces of work. Punctuation is inconsistent and basic spellings are often inaccurate. Pupils have too few opportunities to write freely for a sustained length of time.
58. Whilst teaching is satisfactory overall, the teaching of writing is unsatisfactory. Some good examples of teaching reading and knowledge of sounds were observed during the inspection. In these cases teachers were clear about the skills being taught. However the main weaknesses in teaching, identified in the last inspection, have still not been addressed, notably slow pace, lack of challenge and low expectations. Very few examples of teachers teaching writing were observed during the inspection. Where there was direct teaching of writing the pupils gained a good understanding of what makes an interesting factual sentence.
59. The school has good assessment procedures but is not using them well enough to plan tasks to meet the different needs of pupils and to ensure pupils are being challenged. However the procedures are used well to identify pupils with specific learning needs requiring additional support. The tracking of individual pupils' progress is not rigorous enough and targets are insufficiently challenging, particularly in writing. A new system of target setting has recently been introduced but not all pupils know their targets so they do not know what they need to do to improve.
60. Leadership and management of English are unsatisfactory. Senior managers have not provided enough guidance and support to enable the subject to be effectively managed. The monitoring of English has not been focused enough on raising standards in writing. The school improvement plan does not have clear measurable targets focused specifically on raising attainment in writing, and the issues relating to teaching of English in the last inspection have not been addressed. Over the last two years the co-ordinator has monitored samples of pupils' work and guided reading sessions but there has been very little monitoring focused on the issues concerning standards in, or teaching of writing.

Language and literacy across the curriculum

61. Pupils use their language and literacy skills satisfactorily in other subjects. Although there is some evidence of using writing skills across some areas of the curriculum such as history, limited use of literacy skills is still affecting standards in several other subjects, particularly in science.

MATHEMATICS

The provision for mathematics is **satisfactory**

Main strengths and weaknesses

- Some good teaching helps pupils to make good progress in lessons
- Homework is well used
- Assessment procedures are good
- Some teachers' expectations could be higher
- Management of the subject is helping to improve standards
- Mathematics is not used enough in other subjects

Commentary

62. Since the last inspection the standards have broadly remained in line with the national average. In comparison with similar schools the standards have been rather erratic over the past three years. This is due to some variation in the quality of provision throughout the school. The teaching of mathematics is consistently satisfactory and some is good. Pupils in year 2, 3 and some in year 5 generally do well. Some of the more able pupils are working at a good level. The teaching of mathematics in year 6 has been subject to some disruption. The school has dealt well with this and ensured that in 2003 those pupils did better than in the previous year.
63. Lessons are generally well planned to take account of the range of abilities. Some pupils who struggle with mathematics are very effectively helped by teaching assistants. The assistants work closely with small groups, reinforcing teaching points and making sure the group understands what to do. This effective planning was evident in a successful year 5 lesson. The teacher made sure that all the children were working at the right level by varying the work, varying the amount of support given to pupils and asking different questions according to what pupils already understood. This enabled all children to make progress. Occasionally, pupils do work that is a little too easy and the expectations of what they might cope with could be higher.
64. Homework is well used to support work in lessons. This is particularly the case in year 2 where teachers send work home very regularly and give some guidance to parents about how they might help their children. Notes are returned by parents indicating how their children have coped with the work. This is very useful in making sure that there is a good working partnership between parents and teachers.
65. There are good systems to assess and track how well pupils are doing. Regular assessments are made following units of work and end of year tests give some indications about the level that pupils have reached. This information is used to set each child's targets. Some children spoke very positively about what they had to do to improve but others are not as aware as they could be about their targets. In many cases the targets are very helpful in guiding the teaching.
66. The management of the subject has improved since the last inspection. In the last few years the progress that pupils are making as they move through the school has been tracked very carefully. Until recently, this information has been used very well to identify any pupils who may not be doing as well as they should and helped the school to target support to help these children. It is unfortunate that this has not been done in the current year. There has also been

some very helpful analysis of test results to identify those aspects of mathematics that pupils find difficult. This is helping teachers to plan what to teach.

Mathematics across the curriculum

67. There is very little evidence of mathematics being used in other subjects. There is most use in science where there is measuring and recording data and recording the results of experiments. Occasionally mathematics is used to teach skills in ICT.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Standards are improving
- There is a good emphasis on practical activities
- There is good guidance for planning, but this is not always followed
- Leadership is good

Commentary

68. Following a decline in the standards over the past two years, pupils' work is now showing improvement. This is more evident in years 4 and 5 than in year 6, but indications are that pupils' performance in national tests should improve over the next three years. There has been a strong emphasis on approaching the teaching of science through investigation and experimentation and this is improving pupils' scientific skills. Pupils are encouraged to set up tests for themselves, to observe the outcomes carefully and to record their findings systematically. There is still some way to go before the older pupils manage this successfully, but they are enthusiastic about science. With clear guidance from their teachers they have the potential to use their scientific knowledge to formulate hypotheses and to draw conclusions based on test results.
69. The programme of work has been revised and there is detailed planning for teaching year groups throughout the school. This provides good information for teachers on how to cover all aspects of the subject and on the teaching of scientific skills. In some year groups, this leads to high quality work, as was evident in most of the year 4 work from 2002-3. However, the guidance is not always followed and in some instances the work covered in a particular unit is very sketchy or low-level. The guidance also gives good suggestions on teaching scientific terms. In lessons, teachers generally use the vocabulary suggested, but do not give it enough emphasis, for example, by writing it on the board and encouraging the pupils to use it in discussion and when they are recording their work.
70. Staff confidence in teaching the investigative and experimental aspects of science has improved. Throughout the school, lessons are of a largely practical nature so that scientific knowledge is extended alongside scientific skills. In a very good year 2 lesson, for example, pupils learning to make circuits had all the necessary equipment to experiment with ways of doing this before the teacher drew the class together and asked one pupil to explain the method he had used to achieve success at the task. Year 6 pupils explored ways of dissolving and filtering solutions using their previous experience to plan and predict the outcomes. Younger pupils are introduced to the idea of a fair test and older pupils generally have a reasonable understanding of this, although they are not familiar with variables and constants. Pupils successfully use tables and lists to record the outcomes of experiments and year 5 and 6 pupils construct graphs, but opportunities are missed to introduce ICT to do this.

71. The co-ordinator has worked hard to improve provision for the subject and to support staff with planning. She has introduced a useful assessment system that is focused on the development of scientific skills and this has the potential to track pupils' progress in this area, and to guide further teaching as they go through the school. Good strategies have been used to raise the status of the subject, such as a science link with the healthy schools initiative and the visit of an explorer dome. Pupils' work is checked regularly by the co-ordinator and she gives staff good feedback on potential areas for improvement. However, she has no opportunity to observe teaching and to follow up the areas identified.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been some improvement in standards but there are still some gaps in the older pupils' experience
- Resources are much improved
- Not all teachers are totally confident in using the new ICT suite
- There is not enough use of ICT across other subjects

Commentary

72. The standards in ICT are a little better than at the last inspection due to the much improved resources and the fact that pupils have much better access to computers. Year 2 pupils are very enthusiastic about using computers and are confident and competent in the basic skills. They rapidly log on, find their own files and begin work. They have had a satisfactory range of experiences covering different aspects of ICT. They could recall working with the 'roamer' and giving instruction to make it move and they have typed sentences and added pictures to illustrate their texts. They do not have a very good knowledge about how ICT is used in everyday life.
73. The year 6 pupils have also covered more ground than at the last inspection. They have a good grasp of word processing, have used spreadsheets to handle information and are familiar with using computers to control actions and movement. They have no experience of using ICT to monitor aspects of the environment such as temperature or humidity.
74. The relatively new ICT suite is a big improvement since the last inspection. This has been a successful aspect of the way the subject has been managed. However, not all teachers are totally confident about using the suite on a regular basis, despite the fact that all have had specific training. Some classes use the suite regularly and are eager to use any time that is available. The teaching that was seen was effective. In one year 2 lesson children extended and used their skills to create patterns using an art program. In a year 5 literacy lesson, pupils used the computers to add stage directions to a play script. They were confident and skilled in manipulating the text and the use of ICT added to the quality of the literacy lesson.

Information and communication technology across the curriculum

75. The use of ICT across the curriculum is patchy. In some classes, ICT is well used to extend work in literacy and occasionally in mathematics. For instance year 2 and year 6 children had worked on data handling using graphs, and for the latter, spreadsheets, but this is not widespread. Some use of the internet for research is evident but again the practice is not embedded throughout the school. There is for instance, no evidence of ICT making an impact on science teaching.

HUMANITIES

During the inspection no geography teaching was observed and there was very little work available. It is not possible to make an overall judgement about the quality of provision in the subject.

RELIGIOUS EDUCATION

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- A good range of other faiths is taught
- Lessons are well planned
- Literacy links are established but opportunities for writing are limited

Commentary

76. Evidence from lessons seen and from work scrutinised and assemblies watched indicate that standards are average overall and achievement is satisfactory. This is similar to that reported in the last inspection.
77. The main focus is on learning about Christian teaching as set out in the locally agreed syllabus. Additionally the pupils study the main faiths of Hinduism and Judaism and the school has decided to also include Sikhism and Buddhism in response to being in an all white community. Teachers contrast different practices from a range of faiths that encourage pupils to consider their own thoughts. For example in year 6 the 'death rites' of different faiths are studied. The Ten Commandments within Christianity are covered in depth in year 5 and discussed as rules that are relevant to our lives and the choices we make. As a contrast to this, the Buddhist Path is discussed and reflected upon appropriately.
78. Lessons are well planned with learning objectives and key questions clearly identified. The teaching and learning are satisfactory overall and some is good. A good feature of the teaching is the use of resources. For example, a bottle of holy water from Lourdes was used in a year 2 lesson, when the class was learning about the significance of religious journeys. Additionally, key questions are identified in the planning which help to engage pupils in discussion. An example of this is 'How do Sikhs today overcome difficulties with wearing the 5 K's'. Pupils discussed this and recalled what they had been taught, helping the teacher to assess their learning in the lesson.
79. Work is regularly marked, but the range of writing taught in English is not used well. Too often pupils are asked to write down factual information rather than experiment with different types of writing.
80. The school celebrates the main Christian Festivals in the local church and there are good opportunities for year 5 and year 6 pupils to lead these.

HISTORY

Provision in history is **satisfactory**

Main strengths and weaknesses

- Some history teaching is good
- There is some good use of oral history
- There are too few opportunities for writing

Commentary

81. Two lessons were seen in history, one in year 4 and one in year 5. A discussion was also held with the co-ordinator and documentation was studied. One lesson was satisfactory and one lesson was good. In the good lesson, the skills were taught systematically through clearly stated learning objectives, identified in the planning. Pupils were being encouraged to raise their own questions. Through good questioning, the teacher effectively helped the pupils to identify what they really wanted to find out by asking them what they would learn from the answer. The good relationships within the class and the use of genuine praise, helped pupils to have confidence in themselves and their work. It also enabled them to learn well from their own historical research. Good links were made in this lesson using parents and grandparents to research information from living memory, in order to compare and contrast life since 1958. A good range of interesting and relevant books were used for pupils' individual research. A weakness of the work scrutinised is the limited range of pupils' writing. Visits and visitors make a good contribution to the history curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection, it was only possible to see lessons in art and physical education. Music and design and technology (DT) are taught regularly but it was not possible to judge the quality of provision in these subjects. Not enough evidence was gathered to make an overall judgment about the quality of provision in PE.

ART

Provision in art is **satisfactory**.

Main strengths and weaknesses

- Art has got better since the last inspection
- Some work is of a good standard; better than often seen
- There are good opportunities to study famous artists

Commentary

82. There has been good improvement since the last inspection in planning for the progression of skills in the subject. As they go through the school, pupils have good opportunities to work with a variety of media and to learn to use a range of techniques to represent their ideas and observations. Some work is of a high standard. Year 1 pupils, for example, made good use of colour in work based on a study of Kandinsky. Year 5 pupils also used colour and shade well in a range of still life studies. Textile work is of good quality; materials for a collage effect and bold stitching were used to good effect in portraying the journey of the Armada and retelling the story of 'The Highwayman'. Pupils have good opportunities to study the work of several famous artists and art is used well to link with work in other subjects. Year 4 study Egyptian art as part of their history work; year 6 made very good use of colour, line and tone in a portrayal of Rousseau's 'Jungle'. The subject makes a good contribution to pupils' personal development. There have recently been some good opportunities to work on collaborative projects, such as making a wall hanging for the Queen's Jubilee and working with a visiting artist to learn techniques for using oils and creating a shared landscape.

PHYSICAL EDUCATION

Commentary

83. All aspects of the subject are taught but during the inspection it was possible only to see lessons in games and dance. Work in games was inhibited by bad weather which meant that most lessons took place in the hall. However, even in a confined space, most pupils in years 2 and 4 worked hard to improve their skills in passing and catching a ball in a variety of ways. A good dance lesson with year 3 showed pupils' understanding of level, direction and speed as they worked together to develop and link movements of good quality. Lessons are generally well structured with a warm up, cool down, clear instructions and demonstration and good focus on sustained activity; the one unsatisfactory lesson lacked attention to these elements. Extra-curricular activities and a 'dance dazzle' day enhance provision and give pupils good opportunities to extend their skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school has introduced a comprehensive scheme of work

Commentary

84. The subject leader has successfully led the implementation of regular personal, social and health education lessons in each class. A new scheme of work, which includes drugs awareness education, is in use and is having a positive impact on pupils' personal development. Pupils in year 6 talk enthusiastically about their recent 'Life Skills Education' day and what they learnt. They proudly showed the technology work produced after the event based on 'hazards in the home'. The school is also very involved in the 'healthy schools project' and recently 92 percent of the children participated in the 'walk to school day' initiative.

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	2
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	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	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	3
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	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	2
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	4
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).

