

# INSPECTION REPORT

## **OLVESTON CE PRIMARY SCHOOL**

Olveston, Bristol

LEA area: South Gloucester

Unique reference number: 109170

Headteacher: Peter Wike

Lead inspector: Susan Walker

Dates of inspection: 20<sup>th</sup> - 23<sup>rd</sup> September 2004

Inspection number: 267432

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: 5-11  
Gender of pupils: Mixed  
Number on roll: 201

School address: Elberton Road  
Olveston  
Bristol  
Postcode: BS35 4DB

Telephone number: 01454 613299  
Fax number: 0154 616388

Appropriate authority: Governing body  
Name of chair of governors: Rev. Helen Webb

Date of previous 11<sup>th</sup> January 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Olveston CE Primary school is about the same size as other primaries nationally with 201 boys and girls on roll. The school is situated in a rural location and takes its pupils mainly from Olveston and the neighbouring village of Tockington. A minority of pupils commute long distances. Pupils live in better than average socio-economic circumstances. They usually join the school having first attended the local pre-school. Attainment on entry is better than average. Reception class pupils were not attending full time at the time of the inspection. Predominantly the pupils are of white British origin and none speaks English as an additional language. There are few pupils on the register of special educational needs and virtually no pupils are eligible for free school meals. Both factors are well below the national average. On the whole movement in and out of the school during the school year is fairly average, except in 2003. The school has been awarded Investors in People and received a Schools Achievement award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21678	Susan Walker	Lead inspector	English Personal, social and health education and citizenship Geography History Art and design
9163	Geoffrey Humphrey	Lay inspector	
27899	Georgie Beasley	Team inspector	The Foundation Stage Special educational needs Science Information and communication technology Music
32197	Mike Dukes	Team inspector	Mathematics Religious education Design and technology Physical education

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

### **OVERALL EVALUATION**

Olveston CE Primary School is a **good** and a very inclusive school with many strong features. Teaching and learning are good overall and are particularly strong for the oldest children. Consequently, the oldest pupils have a very good level of knowledge and understanding in English, mathematics and science and pupils achieve very well in these years. The school is well led and the budget is efficiently managed. The school gives good value for money.

#### **The school's main strengths and weaknesses are:**

- Standards are very high in the national tests in English, mathematics and science at age eleven.
- The school makes very good provision for pupils' spiritual, moral social, cultural and personal development.
- Governance is very good.
- Teaching is good overall and is often very good for the oldest pupils.
- The school provides an innovative curriculum, including very good provision for out-of-school activities.
- The school supports and cares for its pupils very well.
- Partnerships with parents, other schools and the community are very good.
- The school cannot provide properly for pupils' physical development because the hall is too small.
- The development of pupils' writing skills in Years 3 and 4 does not build sufficiently on earlier good achievement.

The school was last inspected in January 1999 and improvement since that time is at least good. The school has tackled its areas for development well and this has brought about marked improvement in Years 1 and 2. It has sustained its very high standards in the national tests in Year 6 and brought about continuing improvement in most other areas.

### **STANDARDS ACHIEVED**

Pupils' achievement is **good**, overall. The children start school with skills that are generally above average, except in creative and physical development. There are few children who are not at this level. In most years, they have all attained the goals they are expected to reach in most areas of learning by the time they start in Year 1. Achievement is satisfactory in the reception class, but it is good in reading, writing and mathematical development where teaching is best. Current standards in Year 2 are above average in reading, writing and science and well above average in mathematics. Achievement is satisfactory in science because the needs of the higher attainers are not met. Pupils achieve well overall in Years 3 to 6, but their achievement is best at Years 5 and 6 where teaching is strongest and the curriculum is most exciting. Inspection findings show that standards are well above average in English and science at age eleven and above average in mathematics. Achievement in Years 3 and 4 is satisfactory, but insufficient notice is taken of what pupils can do in Year 2.

The school was inspected early in September and this meant that there was little work in pupils' current books and relatively little evidence from the previous year to make judgements in all subjects. In information and communication technology (ICT) standards are average at Year 2 and above average at Year 6. In history standards are at least average at Year 2 and above average at Year 6. In religious education standards are above average when judged against the locally agreed syllabus. In art and design, music and physical education standards are judged to be at least average. Achievement in these subjects is at least satisfactory.

## Year 6 results

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

*Key: A\* in the top 5 per cent in the country 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 provisional 2004 national tests results show that standards in Year 2 are very good in reading and mathematics and above average in science and writing. The provisional 2004 national test results show that standards are very high in English, mathematics and science in Year 6. When progress is judged as improvement from age seven to age eleven in the national tests, most years achievement is at least high. The dip in the 2003 results arose because of the high turnover of pupils in the class, the number of pupils with special educational needs and the fact that two pupils were absent.

The pupils' spiritual, moral, social and cultural development is **very good**. Pupils have very good attitudes to learning and behave well. There are very good relationships between adults and pupils. Good opportunities for taking responsibility are provided, especially in Years 5 and 6. Pupils' attendance is very good.

## QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** overall, but are very good in Years 5 and 6. Teaching is good in English, mathematics, science, religious education, history and personal, social and health education and citizenship and satisfactory in all other subjects. Teaching is good during the 'skills afternoon' for pupils in Years 3 to 6. There are good assessment procedures. The curriculum is good with very good opportunities for the enrichment of pupils' learning. Staffing, accommodation and resources are overall satisfactory, but the lack of a suitable hall has a clear impact on pupils' learning. The school's care, guidance and support are very good. The school works very well with parents, the community and other schools.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The school is successful in meeting the aims of its mission statement. The headteacher knows his school's strengths and weaknesses well and has established a very good ethos. The school puts a very good emphasis on training staff. They work well together, but written improvement planning is not detailed enough to show clearly how learning is to be improved. Governance is very good. Governors are very supportive of the school and its aims. The building is difficult to manage and the entire school staff has tried very hard to get funding for a new school hall.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils like their school very much, talk excitedly about what it provides and get on very well with each other. Parents have very positive views of the school and what it provides for their children.

## **IMPROVEMENTS NEEDED**

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

- continue its efforts to obtain a suitable hall so that pupils' learning is improved;
- continue to improve pupils' writing skills and opportunities in Years 3 and 4.

\* The school had correctly identified both these areas as in need of improvement.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is **good** overall, but is best in Years 5 and 6 where it rises sharply due to very good teaching. Standards are **very high** in the national tests in English, mathematics and science by the time pupils leave the school.

#### **Main strengths and weaknesses**

- Pupils' standards and good achievement are aided well by the school's cross-curricular planning.
- Pupils achieve well in religious education because this aspect is embedded in the school's ethos.
- Pupils' effective skills in reading, speaking, mathematics and using the computer aid their achievement in other subjects.
- The school has not formally identified its talented pupils.
- Higher attaining pupils are not challenged sufficiently in ICT and science in Years 1 to 4.
- Achievement in writing could be higher in Years 3 and 4.

#### **Commentary**

1. Children enter the reception class with higher standards than most five year olds nationally, except in creative and physical development. This is because there are very few children who are attaining below average. Most years by the time they reach Year 1 all children have attained the early learning goals<sup>1</sup>. Children's achievement is satisfactory overall, but it is good in reading, writing and numeracy development due to good teaching. Achievement in other areas is limited by the children's lack of opportunities to show their independence and initiative, and this is partly due to the lack of full-time support staff.
2. Inspection findings show that, overall, current Year 2 pupils achieve well in reading, writing and mathematics. Higher attaining pupils are insufficiently challenged in science because teaching assistants teach this group. Standards are above average in reading, writing and science and well above average in mathematics. This is a good improvement since the last inspection.
3. Pupils achieve well overall in Years 3 to 6, but their achievement is best in Years 5 and 6 where teaching is strongest and the curriculum is most exciting. Inspection findings show that standards are well above average in English and science at age eleven and above average in mathematics. There are no significant differences in the learning and achievement of boys or girls.
4. Although overall satisfactory, achievement slows in Years 3 and 4 because teachers do not use the information that they receive about pupils' performance in Year 2 well enough to plan challenging lessons. On occasions teachers overemphasise the need to keep tight class control, which limits pupils' opportunity to show what they can do.

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<sup>1</sup> The goals which children are expected to reach by the time they start in Year 1.

5. The evidence base for subjects other than English, mathematics and science was limited. The inspection took place at the beginning of the current school year and pupils had little work in their current books and the school had saved relatively little work from the previous year. This made it difficult to say that pupils attained the above average standards that their enthusiasm and teachers' curriculum planning suggested. It is possible to say that in ICT standards are average in Year 2 (but the higher attaining pupils lack sufficient challenge) and above average by Year 6. This is because of the effective development of pupils' abilities during 'skills afternoons'<sup>2</sup> and the oldest pupils being allowed to use the computer room independently. Overall, achievement in ICT is satisfactory in Years 1 to 4 and very good in Years 5 and 6. Standards in history are at least average in Year 2 and above average in Year 6 because of the rich curriculum in Years 3 to 6. Standards in religious education exceed the requirements of the locally agreed syllabus because of the way that religious education is embedded in many areas of school life. In all other subjects, where it was possible to make a judgement, standards are at least average and achievement is at least satisfactory.
6. Pupils with special educational needs achieve well because they are well supported by adults and their classmates in lessons and when they work in small groups to practise particular skills. Their individual education plans are relevant to their needs.
7. The school has a suitable policy for gifted and talented pupils. It has identified those who are gifted in subjects such as literacy and numeracy and such pupils receive good support both in school and from Marlwood School. However, while the school is aware that it has pupils who are gifted artists, musicians and very good at sport, such pupils are not formally listed.

## Key Stage 1

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

Standards in:	School results	National results
reading	16.9 (16.8)	15.7 (15.8)
writing	15.7 (14.7)	14.6 (14.4)
mathematics	16.9 (17.7)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

8. In the 2003 national tests for pupils aged seven, standards were above average in reading, writing and mathematics when judged against all schools. Early indications suggest that the standards are higher in the 2004 national tests. Virtually all pupils achieved the expected level in reading and writing and everyone did so in mathematics and science. Substantial numbers of pupils reached higher than expected levels, especially in reading. Most years, and in most subjects, standards are at least as good as those in schools with similar socio-economic backgrounds.

## Key Stage 2

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

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<sup>2</sup> The school deploys a wide range of staff on Wednesday afternoon to teach pupils in Years 3 to 6 in small groups to establish and refine skills in different subjects.

Standards in:	School results	National results
English	27.3 (28.7)	26.8 (27.0)
mathematics	27.3 (31.1)	26.8 (26.7)
science	29.2 (31.5)	28.6 (28.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

9. In the 2003 national tests for pupils aged eleven, standards were average in English, mathematics and science. This was because there were major changes in the class make-up, a quarter of pupils were on the register of special educational needs and two pupils were absent from the tests. However, most years standards are very high or in the top 5 per cent of schools nationally when judged against all schools. Early indications show that in the 2004 national tests, standards were very high in English, mathematics and science, where all pupils gained the expected levels and substantial numbers gained the higher level. The school exceeded its targets in 2004. Similarly, when judged by pupils' progress from age seven to eleven, pupils' achievement is usually at least very high.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and personal development are **very good**. Behaviour in and around the school is **good**. Provision for pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **very good** and pupils arrive in school in plenty of time to start work.

### **Main strengths and weaknesses**

- The school nurtures pupils' interests very well and so they take advantage of everything on offer.
- The very positive ethos ensures pupils' high levels of self-esteem and self-confidence.
- Pupils get along together very well and relationships are very good.
- There is good opportunity for pupils to take responsibility, especially in Years 5 and 6.
- Not enough opportunities are planned for other pupils to develop their independence.
- The school is very effectively raising pupils' awareness of different cultures and beliefs.

### **Commentary**

10. The very rich curriculum encourages pupils to take an active interest in the school. As a result, all pupils talk excitedly about the many visits they have been on and those that are planned later this term. Pupils concentrate and listen attentively in most lessons, reflecting the positive attitudes to learning that they bring to school. Playtimes are sociable occasions when pupils play together in a friendly and considerate manner. All pupils make sure no-one feels left out and know they only have to go to the 'bench' and they will quickly be invited to play. Parents and pupils are confident that isolated incidents of bullying are quickly sorted out. The very good relationships are evident at all times and reflected in the quiet and friendly chat at lunchtimes and the small groups who stand at chat at playtimes. The good behaviour is a result of high expectations and a consistent approach to rewarding those who behave well. Parents appreciate pupils' good behaviour and very good attitudes to learning. The weekly 'praise assembly' is a favourite of pupils and the award for good deeds as well as good work in and out of school nurtures responsible young citizens and high levels of self-esteem and confidence. As a result, pupils grow into well rounded individuals who are ready to question and put forward well thought out ideas about how they should behave in school. There have been no recent exclusions.

11. Good opportunities are in place for pupils to take responsibility for their surroundings and to do small jobs around the school. Pupils in Year 6 like being trusted to use the computer suite at lunchtimes and are assiduous at following the rota. They enjoyed reading with younger pupils last year and hope to continue this year. Older pupils are involved in the school council, which gives some opportunity to offer opinions and make decisions about school. The suggestion box in the hall is a constant reminder to pupils that their views matter. As yet, there are no school council representatives from younger classes, although there are plans to extend this. Some opportunities exist for pupils to take some responsibility for their own learning by agreeing writing targets with their teachers and marking their own work in mathematics. This mainly takes place in Years 5 and 6 and is not yet consistent practice in younger classes.
12. Pupils learn to consider the feelings and beliefs of others in a number of different ways in lessons, during assemblies and when out and about the school. As a result, they have very good levels of respect for each other. Good opportunities are identified in most subjects to raise pupils' awareness of their own and others' cultures. Plans to develop links with local schools and those abroad reflects the school's strong commitment to raise pupils' awareness of their own and others' cultures. There has been good improvement in this aspect since the previous inspection.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data:	4.2	School data:	0.0
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.*

13. Attendance is very good and it has been maintained at a very high level for a number of years. Punctuality in the mornings is good. This helps pupils to make the best use of the early morning sessions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good. There are good assessment procedures. The curriculum is good with very good opportunities for the enrichment of pupils' learning. Staffing, accommodation and resources are, overall, satisfactory. All aspects of pupils' care, guidance and support are very good. The school works very well with parents, the community and other schools to promote pupils' learning.

### Teaching and learning

The quality of teaching and learning is **good** overall, but it is best for pupils in Years 5 and 6 and has weaknesses in Years 3 and 4. Assessment procedures are **good**.

### Main strengths and weaknesses

- The school's very good ethos allows effective learning to take place.
- The school's practice of enabling adults to teach the subjects that they enjoy is effective.

- Adults work well together to improve pupils' learning and basic skills are taught well at an early age.
- French is used very well to support pupils' learning in Year 6.
- Homework improves pupils' learning.
- Teachers do not always use tracking information well enough.
- Pupils do not have sufficient opportunities to work independently.

## Commentary

### **Summary of teaching observed during the inspection in 37 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3 %)	6 (16 %)	16 (43 %)	12 (32 %)	2 (5 %)	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.*

14. Teaching was good or better in two thirds of lessons seen, but all very good or excellent lessons took place in Years 5 and 6 and this is reflected in the very high national test results. The proportions of good, very good and excellent lessons have improved since the last inspection and the quality of teaching has improved in Years 1 and 2. On the rare occasions where teaching is unsatisfactory, as in design and technology in Year 4 and mathematics in Year 3, the lessons lacked pace and challenge for the pupils involved.
15. Overall, teaching is satisfactory for children under five because children do not receive sufficient opportunities to select and improve their own learning. However, teaching is good in reading, writing and numeracy because teachers prioritise these elements. While the overall judgement remains the same, teaching of these skills has improved since the last inspection.
16. Teaching is good in English, mathematics, science, religious education, history and personal, social and health education and citizenship and at least satisfactory in all other subjects. Teaching is satisfactory in ICT, partly because the building does not make it an easy subject to teach. During 'skills afternoon', however, teaching was better. The quality of teaching seen during the 'skills afternoon' was very dependent on what stage the project had reached, but with the exception noted above was largely good and occasionally better.
17. Teachers have good knowledge and understanding of the subject they are teaching due to the very good training they receive. Basic skills of reading and writing are well taught in Years 1 and 2 and pupils are already confident readers and writers who enjoy their lessons. The purpose of the lesson is shared with pupils so that they understand what they are to learn. Class management skills are good and the Year 6 teacher makes particularly good use of French to give out all her instructions, "Ecoutez le class". This approach means that pupils are already acquiring a good working vocabulary and confidence in speaking the language. The school gives good priority to training its teaching assistants and considers carefully how to use them. For example, they teach printing and sewing skills and German on 'skills afternoons'. In class, they provide effective support in subjects such as science. Parents and pupils are convinced that homework makes a good contribution to their understanding of literacy and numeracy.

18. Pupils in Year 6 have a good understanding of their own learning in subjects such as English, mathematics and history and they talk knowledgeably about what they have learned. In Year 6 they are encouraged to reflect on whether they have understood the purpose of the lesson and what they need to do to improve. Where learning dips in other years it is because pupils are not encouraged to work independently or show their initiative. The school does valuable work in finding out pupils' preferred learning styles at the end of Year 4 and this helps learning for the older pupils.
19. Assessment procedures have improved well since the previous inspection and are now good. The 'traffic light' system is used in all subjects and provides good information about how well pupils are doing in their skills development and knowledge and understanding in lessons. Year 6 pupils are fully involved in using the system to mark their own work in mathematics and this is giving them a good idea of how well they are doing in this subject and helping teachers to assess learning. Teachers' marking is satisfactory overall. Most of the work is marked with the pupils so that they are given suitable oral feedback about their achievements. Few comments are recorded in books so those pupils who do not have their work marked with teachers are not always provided with enough feedback about how they can improve. Target setting is still in its infancy. Pupils have targets for improving their writing, but these are relatively new so are not yet resulting in higher standards in Years 3 and 4. Targets in other subjects are still being developed. Procedures for assessing the achievement of pupils with special educational needs are good. The information is used well to ensure they receive the support they need in lessons and their learning is checked regularly by the co-ordinator for special educational needs. Those pupils who have a Statement of their needs have their needs met very well because learning is matched precisely to the targets in their individual learning plans.
20. While there are good tracking procedures that measure how much progress pupils have made, there is insufficient analysis of whether pupils have made enough progress and, if not, what needs to be done to accelerate this. As a result, in some subjects pupils do not always make as good progress in the reception year and in Years 1, 2, 3 and 4 as they should.

## The curriculum

The curriculum is **good** overall except for children under five where it is satisfactory. The curriculum provides a **good** range of learning opportunities with **adequate** resources and accommodation. Curriculum enrichment is very good.

## Main strengths and weaknesses

- The hall is inadequate because it restricts provision in physical education and limits opportunities for parent participation.
- Innovative planning of curriculum subjects makes learning interesting and fun, helping pupils to achieve well.
- The curriculum is made very rich by an extensive range of extra activities.
- A very good range of after-school activities is provided for pupils.
- The school prepares pupils very well for moving to secondary school.

## Commentary

21. The curriculum includes all the subjects that it should to meet legal requirements, but also includes German and French. Moreover, the school uses great creativity and imagination in planning for the teaching of subjects. 'Skills afternoons' in Years 3 to 6 are used very well to involve all pupils in learning basic skills in a range of subjects. This succeeds in capturing their interest and enjoyment, as is evident from the many discussions that inspectors had with pupils. Teachers plan interesting work in topics, which successfully integrates the teaching of several subjects. This often involves school visits and visitors who are used very well to support the frequent special events and themed days and weeks to create a vibrant and lively curriculum. Pupils use drama to dress up and act 'in role', interview visitors, dance, cook and make models linked to their work. Regular educational visits help to bring the pupils' topics alive. The curriculum weaknesses found in the reception class and the infants at the last inspection have been remedied. Consequently, the curriculum has improved and is now good. Inspectors agree with parents who said that the school provides a broad and rich curriculum. The curriculum successfully includes all groups of pupils and ensures equal opportunities and access for all. Pupils with special educational needs are well provided for and join in fully with all activities.
22. The school enriches the curriculum greatly by providing many opportunities for pupils to learn outside the school day. After-school clubs are enthusiastically attended by most of the pupils and their involvement in sport and in the arts is very good. This helps them develop their skills and fitness and has led to the school winning many inter-school sporting competitions and achieving awards for play, sport and dance. Overall, the range of after-school opportunities is a remarkable achievement and it represents a real strength of the school, which is appreciated by parents.
23. The school's very good relationship with Marlwood School has led to a successful and extensive programme of visits to secondary school for a range of activities which enhance the curriculum. In addition, Marlwood staff teach the older pupils at Olveston and work on 'bridging' topics which pupils start in Year 6 and complete in Year 7. As a result, the transition between primary and secondary school is made very smooth for the pupils.
24. The teachers are well trained and experienced to meet the demands of the curriculum well and there are sufficient additional staff to provide adequate support, except on some occasions in the reception class. The accommodation is satisfactory to support pupils' learning. Staff work very hard at making the school bright and attractive to support pupils' learning. There is one very significant weakness which has remained from the last inspection. The school hall is inadequate. Built in 1854 as classrooms, the hall is too small even for a class of the very youngest pupils to move adequately in physical education lessons. The cramped space, coupled with a lack of larger apparatus, does not allow much of the physical education curriculum for older pupils to be taught. The school does all it can to make up for these shortcomings by using facilities at the local leisure centre, but this is insufficient to compensate for the lack of an adequate hall. Parents are very concerned at these shortcomings, not only for the impact on their children's physical education lessons, but also for the lack of space available for parents to attend whole-school events. In contrast, the school's outdoor facilities are very good. With its large field for sports, hard play areas marked for sports pitches and playtime games and calm play areas, the pupils are well provided for in this area.

## Care, guidance and support

The standard of welfare, care and support is **very good**. The school provides pupils with **very good** support and guidance. Pupils' views are valued and there are **very good opportunities** for them to contribute to the life of the school and the wider village community.

### **Main strengths and weaknesses**

- There is very good welfare, support and pastoral care.
- There is very good mutual trust and respect between pupils and staff.
- The quality of the school's ethos is very good and underpins care, guidance and support.
- Pupils know that their views and opinions are valued.
- There are very good arrangements for child protection, health and safety.

### **Commentary**

25. The welfare and pastoral support provided by the school is very good and is a priority of the school. This very good provision is carefully matched to the needs of pupils and has been consistently maintained since the last inspection. Health and safety procedures are rigorous and very effective and there is good provision for first aid. Pupils are very well supervised and are taught to use school equipment safely and to observe high standards of personal hygiene. There is a good personal, social and health education programme. The headteacher is the designated child protection officer and all members of staff are well trained and exercise their child protection responsibilities with vigilance and care. The school draws on external advice and support when required.
26. The induction arrangements for pupils and their parents when they first enter the school are very good. The relationships throughout the school are very good and high levels of trust between pupils and their teachers and other members of staff are clearly evident. Pupils say they are confident that when they have concerns, or need to seek help or guidance, staff will listen and respond to their needs sensitively. Members of the school council take their responsibilities very seriously and function as an effective consultative link between pupils, their teachers and school management.

### **Partnership with parents, other schools and the community**

The school has achieved a **very good** partnership with its parents. Links with the community and other schools are **very good**.

### **Main strengths and weaknesses**

- Parents are very pleased with what the school provides.
- The school has developed a very good partnership with parents.
- Parents actively support their children's learning.
- Very strong links with the community widen pupils' experience significantly.
- The very good links with other schools enhance pupils' learning.



## Commentary

27. The school has achieved a very good and effective partnership with parents and this has been very well sustained since the previous inspection. Parents express very positive views about the quality of education and personal care the school provides. Effective two-way communication between the school and parents ensures that their views are noted and acted upon. The school provides all the information that parents need on the curriculum, topic work and its approach to teaching to enable parents to support their children's learning effectively. The school website, regular newsletters and homework diaries all contribute to the maintenance of this effective partnership.
28. The annual pupils' reports provide a very good overview of pupils' personal development, attainment, progress and effort for all areas of the curriculum. The reports demonstrate that teachers have a good knowledge and understanding of individual pupils. Pupils' learning targets are discussed and agreed with parents at the beginning of the spring term and during the year. There are regular consultation evenings, which are always well attended.
29. Parents of children with special educational needs are fully involved in reviewing their children's individual education plans. They agree targets and are offered good advice on how they can support their children at home.
30. There is a very active parent teacher association that supports the school very effectively by organising fundraising and other social events and these help to reinforce the very good links that have been established with the wider village community. School facilities are used by other village organisations and in addition pupils participate in a number of village events. For example, the choir regularly performs in the church and children frequently take part in the amateur dramatic productions in the village hall.
31. There are very good links with other schools. There is a good partnership with the two main feeder nursery schools and a close working relationship with the receiving secondary school. The secondary school has specialist status for science and provides teaching support for science, ICT, mathematics and modern foreign languages, and there is very good curriculum liaison between the primary and secondary phase. The curriculum is enhanced by the way in which the local vicar and other visitors contribute to assemblies and other school activities. There are some very good international links, such as the developing relationship between the Olveston village community and a school on the island of Montserrat.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher, the senior team of teachers and subject leaders is **good**. Governance is **very good**.

### Main strengths and weaknesses

- The headteacher, through his caring approach, has established a very positive ethos.
- Improvement planning is not detailed enough and so does not identify precisely how and when improvements will be put into place.
- Training opportunities are very good so staff have the skills they need to do a good job.
- Governors have a very good knowledge of the school and are clear about its developments.

## Commentary

32. The headteacher treats everyone with a high level of respect and this in turn nurtures respect from others towards each other and very good relationships. This ensures that all pupils are included in the life of the school. He has a very clear vision for the school and, together with a committed staff team, strives to achieve the school's aims for the pupils' personal development. He has a clear view of the school's strengths. As a result of this caring but purposeful approach, a very positive working and learning environment has been established. This contributes very effectively to pupils' good achievement and the strong links with parents and the local community. Improvement since the previous inspection is good.
33. Subject leaders have become more involved in leading and managing their own subjects since the previous inspection. Their leadership is now good. They talk passionately about their subjects and it is obvious that they plan to organise a rich and interesting curriculum. Photographic evidence shows pupils' evident enjoyment of this aspect. Subject leaders have a good understanding of standards and regularly check that the curriculum is being covered in all classes by talking to pupils and looking at planning documents. Management is satisfactory. Five year action plans identify the curriculum areas that the school wants to develop next and these are relevant to the school's needs. However, subject leaders do not identify in enough detail exactly how pupils' achievements and learning will be improved and measured, so the relative weaknesses in progress in Years 1 to 4 in some subjects have not been dealt with sufficiently well. Priorities in the school development plan are relevant, but do not contain enough detail about how planned improvements will be achieved nor how success will be measured and checked against pupils' achievement.
34. The school puts very good emphasis on staff training and as a result all staff are up to date in their knowledge. Training is linked closely to the school's improvement priorities and so ensures subject developments are supported. One positive outcome is the increased use of interactive whiteboards to present learning. Their use encourages pupils' attention and they are used effectively to introduce new ICT programs and skills. Both performance management and workforce reforms are fully up to date.
35. Governors play a very full role in the school's development, including finance. They are focused in their resolve to get the best they can for pupils and have worked unstintingly over the last few years to try to get a new school hall. They recognise the benefits not only to pupils' achievements in physical education and the creative arts, but also in their personal development through closer links with the local community. They have a good understanding of the impact of the creative curriculum on standards and achievement. They are not afraid to ask awkward questions if things do not seem to be going as well as they should and make sure that pupils' health and safety are paramount in the day-to-day running of the school. Their role has improved since the last inspection.
36. The school manages its finances well. It does not yet compare its costs with other schools to find out whether the amount that has been spent in each subject is resulting in higher standards. The larger than usual carry forward outlined in the 2003/4 table has since been spent on bills still outstanding from last year. These include legal costs for preparatory work for planning the building of a new school hall. The balance to carry forward is now only a modest one.

## Financial information

### *Financial information for the year April 2003 to March 2004*

<b><i>Income and expenditure (£)</i></b>	
Total income	527,266
Total expenditure	481,397
Expenditure per pupil	2,270

<b><i>Balances (£)</i></b>	
Balance from previous year	43,219
Balance carried forward to the next	45,869

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the reception year is **satisfactory**.

### Main strengths and weaknesses

- There is good emphasis on developing the children's social skills.
- Very good induction arrangements are in place to ensure the children settle quickly.
- There are not always sufficient adults to support children's learning.
- The children do not have enough opportunity to choose what and where to learn.

### Commentary

37. Reception class pupils were not attending full time at the time of the inspection. The children start school with skills that are generally above average, except in creative and physical development. There are few children who are not at this level. In most years, they have all attained the goals they are expected to reach in most areas of learning, except creative and physical development, by the time they start in Year 1. Achievement is satisfactory because the quality of teaching and learning is satisfactory overall. Good emphasis is given to teaching the children to get along together well and to teaching their early reading, writing and numeracy skills. Achievement in these aspects is good. Assessment procedures are good and adults make careful note of how well the children are doing in all areas of learning. This information is used well to make sure literacy and numeracy activities are planned to meet the needs of all children and to provide the challenges they need to achieve well in these aspects. Learning in other areas is often restricted by the expectation that the children will all follow the same task. While they get good support from adults, they rarely have the opportunity to explore their own ideas and really show what they are capable of.
38. It is clear that the children do go outside to learn, especially in the warmer months. Opportunities for the children to choose whether to learn indoors or outside are limited because adults do not plan enough for them to do in this area on a regular basis. There are not always enough adults to make sure that the children can do this at all times and this limits their independence and the choices they can make. Leadership and management of the Foundation Stage are satisfactory. The school has identified suitable areas for development, for instance, to try to improve provision for the children, so there are plans to develop the use of the outdoors as a learning resource. The action plan does not look forward far enough and does not identify precisely enough how learning will be organised once the area has been established. Consequently, the weaknesses in staffing levels and limited learning opportunities in some areas of learning have not been noted. Overall, there has been satisfactory improvement since the last inspection.
39. The children's **personal, social and emotional development** is provided for well and teaching in this area is good. The children are given very good opportunity to visit with their parents before they start school and this helps them to get to know the building and staff before they come. They respond well to the rules and routines and are already confident to line up before the start of each session and to go inside without their parents. They look after their own needs well, managing to hang up their coats and put them on again at playtimes independently. They have positive attitudes to learning. The lack of opportunity to choose for themselves what to do in sessions from time to time and to develop a task in their own way restricts the development of independence.

40. Provision for **communication, language and literacy** is satisfactory. The children are already confident talkers and they respond well in story time, making relevant comments on what is happening in the story and asking and answering questions confidently. They have a very good range of vocabulary, which they use to think through what they are doing and why. Provision is good for early reading and writing skills. The children are taught in small, focused groups and this helps them to work at their own level. By the time they start Year 1, nearly all of the children read confidently and most write independently, using their knowledge of letters and sounds to make good attempts at spelling words they do not know. By the end of the year, most children have exceeded the goals they are expected to reach in this area of learning.
41. **Mathematical development** is satisfactory. When the children start school, they already have a secure knowledge and understanding of numbers to ten. Teaching builds on this satisfactorily and, by the time they start Year 1, most children have exceeded the goals they are expected to reach in this area of learning. They add and subtract numbers to ten confidently and many count way beyond this when asked. Good levels of vocabulary lead to rapid progress when they measure and compare. For example, during the inspection the children confidently found out which containers held more and matched the correct bowls, spoons, chairs and beds to Daddy, Mummy and Baby bears. Focused questions by adults ensure the children's thinking is secure and consequently they all give good reasons for their decisions. During the inspection, sand and water play took place outside. Consequently, these were activities that all of the children wanted to choose and they acted as a great motivator to learning.
42. The children's **knowledge and understanding of the world** are provided for satisfactorily. The children enter school with computer skills in line with those expected nationally and are already using the computer mouse with confidence to 'dress the teddy' and move pictures around the screen. They enjoy using a range of construction kits to build models and show good levels of strength and dexterity in their fingers when fixing the components together. Regular opportunities to explore the world around them through ventures into the village and into the school grounds ensure they get to know and learn to take care of their surroundings well. Most children are exceeding the goals they are expected to reach by the end of the reception year.
43. No judgement was made about overall provision for **creative** and **physical development** as too little was seen during the inspection and these were sampled aspects. Assessment information indicates that many pupils reach the expected goals in both areas of learning by the end of the reception year and achievement is satisfactory. Weekly physical education lessons are planned and role-play activities are organised for all topics. However, the lack of wheeled toys and use of the outdoors to develop learning on a regular basis restricts the children's opportunities to develop their skills in these areas of learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

## **Main strengths and weaknesses**

- Standards are high in the national tests at Years 2 and 6, because achievement is good or better.
- Extra adults are used well and basic skills are well taught.
- The library is inadequate.
- The curriculum is good.

## **Commentary**

44. Pupils' achievement is good overall because of the breadth of what they can do. Achievement dips in writing in Years 3 and 4 because teachers do not take enough note of pupils' good prior achievement, but it is best in Years 5 and 6 where teaching is challenging. Current standards in reading in Year 2 are above average and this is due to the amount of time that is devoted to teaching reading. Virtually all pupils are working at the expected level or higher at this early stage of the year. A particular strength is that pupils recognise when they have made an error and sort it out so that their reading makes sense. Speaking and listening are good. Standards in writing are better than average because basic skills are well taught. Standards have improved since the last inspection.
45. Current standards in Year 6 are well above average. Pupils speak very clearly and audibly and are willing to share ideas and this helps the class ethos and pace of learning. Their very good skills help their learning in other subjects.
46. The provisional 2004 results suggest that standards are high or better at both seven and eleven.
47. The quality of teaching and learning is consistently good, but it is best for the oldest pupils. Pupils display very good attitudes and behaviour and this helps their learning. Lessons are well planned, based on the National Literacy Strategy, and delivered with enthusiasm. Marking is variable, but good practice is established by Years 5 and 6. In Year 6 particularly, pupils are well involved in evaluating their own learning. The quality of assessment in Years 1 and 2 has improved since the last inspection. In these classes, basic skills of reading, writing and spelling are well taught and pupils are becoming confident and independent readers and writers. In Year 4 the support teacher teaches the class and the teacher acts as the assistant. This is effective. These two adults provided a very good practical example of present and past tenses of irregular verbs by throwing a ball back and forth and saying exactly what happened "I throw the ball", "She threw the ball", and this helped pupils to remember their spellings. Pupils with special educational needs are well supported by adults and staff involve pupils of all abilities in well thought out questioning. 'Talking partners' are used effectively to allow pupils to sort out their ideas before they share them with the class.
48. The state of the library was an issue at the time of the last inspection. However, an improved library is linked to improved hall accommodation. The school has done what it can, auditing books over time and involving the library service. However, the quality of the books is barely satisfactory and the siting of the library in a mobile classroom affects pupils' opportunities for independence and research. Leadership is good. The two co-ordinators work well together, are aware of the issue of writing in the junior years and have taken good action to look at links between guided reading and writing. The curriculum is enriched well with visits from poets and storytellers, trips to the theatre and

opportunities for pupils to take part in 'Youth Speak' debating competitions. All of these good opportunities improve pupils' achievement. Management is satisfactory. At present the co-ordinators are insufficiently involved in analysing national and optional tests and the policy does not reflect current practice. The five year action plan shows appropriate future projects.

## **Language and literacy across the curriculum**

49. This aspect is good and makes a positive contribution to pupils' standards and achievement. Teachers give pupils very good opportunities to use and develop their speaking skills in almost every lesson. Reading skills are universally well used. However, not all teachers give pupils the opportunity to write in their own words what they know and understand in other subjects.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is a strength, particularly in Years 5 and 6, but with weaknesses in Year 3.
- Pupils achieve well overall and reach high standards.
- The subject is not yet led as effectively as it should be.
- Homework is used very well in promoting learning.

### **Commentary**

50. Standards in mathematics are very high. This judgement is based on trends over a number of years and expected results for the national tests in 2004. The drop in standards in 2003 was due to pupil movement and the number of pupils with special educational needs. Inspection evidence suggests that these provisional results are accurate and they represent a good improvement since the last inspection. As it was the very beginning of the school year, there is insufficient evidence to say that at present standards in Year 6 are better than above average. Most pupils are working at the expected level with a proportion above this. In Year 2 standards are better than this, with all pupils working at least at the expected level and a substantial number working above this level. Overall, the school does well for its pupils, with all groups making good progress and achieving well. Pupils with special educational needs are well supported by teachers and teaching assistants, and achieve as well as their classmates. Higher ability pupils also make good progress and achieve well in lessons.
51. Staff have worked hard to raise standards in mathematics. Since the last inspection the school has remedied the weaknesses found at that time and successfully improved teaching. For example, an improved scheme of work is in place which teachers use well to ensure that pupils of all abilities are challenged and further training has led to staff feeling more confident in the subject. Teachers build on the good standards in the reception class, so that by Year 2 a higher proportion of pupils is working at the expected level than is normally found. Their mental recall of doubling 4, 7 and 9 is swift and accurate and they use effective strategies for calculating more difficult doubles. As the pupils move up the school the speed and range of mental calculations increases. By Year 6, pupils recall multiplication tables accurately and add fractions such as  $11 \frac{7}{8}$  and 9

5/8. The pupils' good attitudes to the subject and positive behaviour help them to benefit well from lessons.

52. The quality of teaching and learning in mathematics is good, overall, but it is too variable. In the lessons seen, teaching was good in Years 2 and 6, very good in Year 5 and unsatisfactory in Year 3. Teachers now plan their work for each term based on the National Numeracy Strategy which ensures a good progression of learning throughout the school and makes sure that pupils cover all the aspects that they should. The school has recently begun to track the progress of individual pupils, following thorough assessment. The helpful information which this system produces is now available for teachers to improve further how they match their work to the abilities of all pupils. While most teachers do this well, and those in Years 5 and 6 do so very well, assessment information is not yet used effectively in Year 3. For example, in a Year 3 lesson seen the pupils were set work that was too easy for the levels of ability indicated by their assessments. Consequently, the pupils failed to make sufficient progress in the lesson. Over time the pupils in Year 3 do not achieve as well as those in other classes. By contrast, the teaching in Years 5 and 6 is of high quality, leading to the pupils achieving very well and reaching high standards. Teachers' marking is good, containing comments to praise and help pupils improve. Some teachers are beginning to use interactive whiteboards well to capture the interest of pupils and their use is now set to grow. However, there was little evidence of teachers using computers in their mathematics lessons, which is a missed opportunity to interest pupils and to support their learning. Regular, interesting homework supports learning well. Sending and retrieving homework by e-mail is making a very good contribution with the older pupils. In most lessons pupils' attitudes and behaviour are very good and these are making a very good contribution to their learning.
53. Leadership and management of mathematics are satisfactory overall, with some strengths in management. For example, teaching is monitored regularly and the findings are used well to lead to future improvements. Also, a rigorous tracking system is established to follow the progress of all pupils. This is good practice. However, the longer-term strategic planning for the subject is weak. The co-ordinator does not have an accurate picture of the strengths and weaknesses in mathematics across the school. The local education authority is providing good support for the co-ordinator.

### **Mathematics across the curriculum**

54. Pupils use mathematics well as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills, which improves their achievement and raises their standards. Although the links between mathematics and other subjects are not planned in a structured way, the teachers' good awareness of the issue ensures that regular links are made. For example, in geography and science pupils regularly use a range of charts and diagrams. Sometimes teachers use mathematics programs for lessons in computer skills and during the 'skills afternoons' pupils regularly measure and weigh in their model making and cookery activities.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are high because achievement in Years 5 and 6 is very good.



- Higher attaining pupils in Years 1 and 2 are not always challenged enough.
- Teaching assistants make a good contribution to pupils' learning.
- There are very good links with the local secondary school which enrich learning in Years 5 and 6.

## **Commentary**

55. Achievement is good, overall. Standards at the end of Year 2 are above average. All pupils reach at least the expected level, although only an average proportion does better than this. Consequently, achievement is satisfactory in Years 1 and 2.
56. Pupils continue to achieve satisfactorily in Years 3 and 4. Learning accelerates rapidly in Years 5 and 6 because pupils are presented with high levels of challenge, which is resulting in their very good standards by the end of Year 6. Achievement in these year groups is very good. Improvement since the previous inspection is good.
57. The quality of teaching and learning is good, overall. It is satisfactory in Years 1 and 2, good in Years 3 and 4 and very good in Years 5 and 6. Lessons are practical and this engages the pupils' interest and helps them to understand what is happening and why. When interactive whiteboards are used to present new ideas, pupils are motivated to watch and listen, so achieving well. Teaching assistants play a full part in the teaching of the subject and this enables pupils to learn in small groups, getting individual attention from teachers at some point to check their understanding and extend learning. Practical demonstrations and questions are used effectively to find out what pupils already know and to extend their understanding further. When pupils are fully involved in exploring and carrying out their own investigations, learning is very good and sometimes excellent. This was demonstrated particularly well in a lesson about how the moon reflects the sun's light. Pupils were enthralled to find out why the moon looks the shape it does at certain times of every month. On the occasions when learning is satisfactory, higher attaining pupils do the same work as other pupils and so do not have the opportunity to extend their understanding and ideas sufficiently well.
58. Leadership of the subject is good. The two subject co-ordinators plan a wide range of curriculum opportunities to motivate and excite pupils in lessons. Staff from the local secondary school contribute very well to the very good learning in Years 5 and 6 by introducing some of the work pupils will do when they transfer. This has contributed to the high proportion of pupils who reach above average levels in the subject. Assessment procedures are good and give the school good knowledge of how well pupils are doing overall. Some checks are made to evaluate whether pupils are making enough progress. As yet, closer analysis of different aspects of science is not made so the school does not have a clear enough picture of which aspects require improvement. The action plan details the curriculum improvements, rather than focusing on improving pupils' achievement. Management is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils in Years 5 and 6 achieve very well.
- The teaching of skills in small groups is effective.
- Pupils in Years 1 to 4 do not get enough regular opportunities to practise their skills, due to space restrictions.

- Links with other subjects are good.

## **Commentary**

59. Standards are average at the end of Year 2 and above average at the end of Year 6. The above average standards have been maintained since the previous inspection. Achievement is good, overall. It is satisfactory in Years 1 to 4 and very good in Years 5 and 6. This is because pupils get more opportunity to use computers independently in order to develop their skills in older classes. All classes have a weekly timetabled slot in the computer suite. The organisation of the visits is difficult because the computer suite is situated in a different building and the size of the room restricts the numbers who can use the facilities. This means whole classes cannot use the room at the same time. While the new interactive whiteboards have overcome this issue to a certain extent, pupils do not get regular enough opportunities to practise their skills, so some forget how to use these over time.
60. The quality of teaching and learning is satisfactory, overall. When pupils are taught in small groups during 'skills afternoons' teaching and learning are consistently good. These lessons provide good opportunity for pupils to get one-to-one attention to develop their individual skills, knowledge and understanding. Good subject expertise leads to clear explanations and support and these make sure no time is lost in these lessons.
61. Leadership is good and has led to improved resources and satisfactory curriculum developments since the previous inspection. Assessment procedures are now in place and note precisely how well each pupil is doing. However, the information is not yet used effectively to plan future learning in all classes, although this is developing well in some instances. Management is satisfactory. Not enough steps are taken to make sure computers are in use when they should be and to identify on the planning schedules those times when computers and other ICT activities would enhance learning. This would improve achievement in the lower years.

## **Information and communication technology across the curriculum**

62. The use of ICT across the curriculum is good. When they take place, all lessons relate to a particular subject or topic pupils are studying at the time. This adds relevance to learning and has a particular impact on achievement. The Internet is used regularly in Years 5 and 6 to research particular topics and to present work, for example the 'biscuit project' in Year 5 and work on World War 2 in Year 6.

## **HUMANITIES**

### **Geography**

63. It is not possible to make a judgement about provision in geography, because it is not being taught at present and too little work had been saved from the previous year. Discussion with Year 6 pupils showed that they have a good general knowledge about other countries. In a Year 1 lesson seen the teacher used her display map of the local village skilfully to develop pupils' language when describing their route from school to home. Previous work on Chembokoli shows that Year 2 pupils used their literacy skills effectively to produce a booklet on the village. Geography makes a very good contribution to pupils' understanding of citizenship and to their cultural and moral

development through a very good range of visits to places such as Bristol, a good range of visitors and the study of life in places such as an Indian village and St Lucia. However, the school does not include the teaching of geographical skills in its 'skills afternoon' and this is a missed opportunity to boost achievement. The co-ordinator has a detailed file that provides secure evidence of the rich curriculum provided for pupils.

## **Religious education**

Provision in the subject is **good**.

### **Main strengths and weaknesses**

- The enthusiastic and knowledgeable co-ordinator leads the subject well.
- Good teaching is helping pupils develop a good knowledge and understanding in the subject.
- Teaching is enriched by the good use of visits and visitors and by the good links made to other curriculum subjects.

## **Commentary**

64. By Years 2 and 6 the standards reached are above the expectations of the locally agreed syllabus, which is a good improvement since the last inspection. Achievement is good for all groups of pupils. By Year 2, pupils know about several Bible stories and about Christian symbols and they reflect and write about their feelings and people they love. They also begin to develop an understanding of Hindus, and compare Divali and Christmas. As they progress through the juniors their knowledge of Christianity deepens and, by Year 6, they give a good explanation of what it means to be a Christian. They also develop a basic knowledge of Hinduism and Islam. However, they have a very limited understanding of the diversity within Christianity. For example, they have little knowledge of Catholicism or any branches of the church other than the Anglican one.
65. The quality of teaching and learning has improved since the last inspection and is now good. In the two lessons seen, both teachers skilfully selected material to appeal to their pupils and they presented it in a lively and exciting manner, creatively linking the subject to other areas of work. In a Year 3 art and design lesson linked to Islam, the teacher successfully extended the pupils' understanding of Muslims and succeeded in linking art and design, design and technology and literacy to her religious education work on Divali, while in Year 5 computers, art and design and literacy were used to good effect. As a result, teaching captures the interest and imagination of pupils and they behave very well in lessons. Teachers capitalise well on the school's good links with the local church. They arrange frequent visits by pupils to the church and make good use of the extensive involvement which church members have in school. Teachers involve visitors well in their teaching. For example, members of The Salvation Army talk to pupils about their faith and their work. Teachers now plan to extend the use of visits and visitors to include other faiths and places of worship. Such activities succeed in bringing the subject alive for the pupils and in encouraging their interest and enthusiasm. Pupils' books show that teachers' marking is regular, but often confined to correcting the English, rather than providing comments to help the pupils' learning in religious education.
66. The knowledgeable and enthusiastic co-ordinator provides good leadership and management of the subject. She has speedily introduced the new agreed syllabus across the school and she has produced a strategic plan covering the school's priorities well for

the next five years. She has begun to monitor teaching in her subject effectively and she also interviews pupils and checks their work and assessment results from across the school. This is helping her to build a clearer picture of the strengths and weaknesses in the subject.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Visits and visitors make pupils' learning come alive.
- Drama and art and design enrich pupils' learning very well.
- Pupils enjoy the subject and this makes them want to learn.
- History makes a very good contribution to pupils' moral and cultural development.

## Commentary

67. The evidence base was limited because it was the beginning of the year. Two lessons were seen, as was a limited amount of pupils' work and photographic evidence, and discussion with Year 6 pupils took place. On this basis, pupils' achievement is good because teachers are knowledgeable and enjoy teaching the subject and pupils enjoy learning about it. Standards are above average at the end of Year 6 and at least average at the end of Year 2.
68. Teaching and learning are good, overall. There are well established class routines that allow lessons to proceed without interruption. In a Year 2 lesson the teacher made good use of pupils' English skills when a scribe recorded the outcome of pupils' discussions about the use of unknown objects. Pupils have already learnt to use 'I think that it is a ...' which allows all pupils' ideas to be considered without fuss or argument. Samples of pupils' previous work show that higher attaining pupils write at length about the 'Great Fire of London'. In a Year 4 lesson, although the chosen video tape was suitable for the task, there were missed opportunities to improve pupils' learning by skilful questioning during its showing. There are good opportunities provided for pupils to carry out their own research and to use the Internet in Year 6, for instance to research information about World War 2. The curriculum is good and pupils speak of visits and visitors with pleasure and look forward to dressing up and acting in role, for instance on Victorian or Egyptian Day. This adds considerably to their cultural development. Pupils have made an in-depth study of issues such as slavery and this makes a very good contribution to their moral development. There are good links with art and design as when pupils make Greek urns and such very effective links that are explored on 'skills afternoons'.
69. Leadership and management are satisfactory. The co-ordinator, who has not been long in post, has made a full report to governors about the current picture and has interviewed pupils to establish standards in Year 4 to 6. However, he has not developed a file of evidence that would show the impact of the rich curriculum on pupils' standards and achievement.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Design and technology

70. During the inspection, one lesson was seen with a small group of Year 6 pupils and parts of sessions during 'skills afternoon' were seen with pupils in Years 4 to 6. It is not therefore possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke with co-ordinators and pupils about the subject and looked at past work.
71. Pupils like their work and evidence shows that they are gaining satisfactory experience of a range of materials and techniques and developing the expected subject skills through designing and making a variety of products. For instance, Year 2 sew satisfactory bookmarks and cook gingerbread men. Year 5 pupils make muffins and by Year 6 they design and build shelters, developing appropriate techniques for joining straws. The teaching and learning seen was of variable quality, but is overall satisfactory in Years 3 to 6. In a lesson with a small group of Year 6 pupils, the teaching by a visiting specialist secondary teacher was very good and as a result the pupils concentrated well and made very good progress. However, in a Year 4 group, which was making Roman chariots in cross-curricular session, the lesson was unsuccessful because the pupils were given simple, low level tasks that offered no challenge or opportunity to develop skills. The co-ordinator provides good leadership and management. She has begun to monitor her subject well by observing teaching, sampling work and interviewing pupils. Consequently, her overview of the strengths and weaknesses in her subject is good.

### Art and design

Provision is **good**.

#### Main strengths and weaknesses

- The 'skills afternoon' in Years 3 to 6 is an effective use of time.
- Pupils handle a good range of media.
- There are good cross-curricular links to topics studied.

### Commentary

72. The inspection took place at the beginning of the school year and so there was little current work and relatively little evidence from the previous year to be seen. No lessons were seen in Years 1 and 2 and only two in Years 3 to 6. On this basis, at the end of Year 2 and Year 6 standards are at least average, with higher attaining pupils attaining higher than this. Overall, achievement is at least satisfactory, but it can be higher than this during the 'skills afternoon'. Pupils have good skills with pencils and work on display shows a good facility with shading, colouring and detail. Individual pupils regularly win local and national art competitions.
73. The quality of teaching and learning is, overall, at least satisfactory from the evidence in the co-ordinator's portfolio. Pupils are very well taught during the 'skills afternoon' where they have a short course in learning how to use different media. In a skills lesson on recording leaves and berries, pupils were fascinated by the possibilities of using pastels. The teacher's very good knowledge of the subject ensured that basic skills and possibilities were thoroughly explored and that pupils acquired a sense of awe and

wonder at the size and glossiness of the conkers. This aided their very good achievement during the lesson. Pupils' learning is helped by their very good attitudes towards the subject. They are given good opportunities for responsibility in caring for their own art materials. There are good opportunities for teaching assistants to work to their strengths, as when Years 1 and 2 pupils created a good quality collaborative mosaic for their foyer.

74. Leadership is good and management is satisfactory. A portfolio of pupils' work has been compiled in order to check curriculum coverage, standards and progress. There are good cross-curricular links with other subjects, but opportunities are missed to study the work of non-European artists. The curriculum is good and useful cross-curricular links are well established, for instance sewing prayer mats in Year 3 as part of a project on Islam. The school has enriched provision well with an arts club for interested pupils. An annual arts week allows pupils to work with an increased range of media.

## **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- A wide range of extra-curricular activities enrich the curriculum very well.
- Specialist instrumental teaching enriches the curriculum well and provides good opportunity for more able musicians to learn well.
- 'Skills afternoons' are well organised and learning is good.

### **Commentary**

75. Standards are average at the end of Years 2 and 6 and achievement is satisfactory. Improvement since the previous inspection is satisfactory.
76. A good range of musical events and extra-curricular activities provides good opportunities for pupils to learn to play a musical instrument and to perform to a range of audiences throughout the year. This is particularly good at meeting the needs of more able musicians and those with a particular interest in music. A scheme of work has been developed since the previous inspection and this ensures pupils receive a rich and varied curriculum.
77. 'Skills afternoons' ensure that pupils work in small groups to develop particular skills. Time is used effectively to develop all aspects of music and pupils get enough time to work on, improve and perform their own compositions. Teachers are able to get around all of the groups in turn to talk about their achievements and take learning forward. Higher attaining musicians get on at their own levels and this ensures they are challenged and have good opportunity to be creative. The quality of teaching and learning in class lessons is satisfactory. Some lessons are too short, so that pupils do not get a long enough time to practise their skills and evaluate learning.
78. Leadership of the subject is good and ensures that pupils receive a rich and varied curriculum. Good opportunities are in place for those who wish to learn a musical instrument and many of these are oversubscribed. A wide range of clubs and other extra-curricular activities provides good opportunities for pupils to perform in a range of different situations. These include the local Eisteddfod and performing for parents in the

concert at the end of the summer term. The subject action plan identifies further curriculum improvements. Management of the subject is satisfactory. The subject leader offers guidance and advice to support colleagues in their planning and teaching of the subject. Some checks have been made to ensure coverage of the curriculum has taken place, but there has been no recent opportunity to evaluate provision in the subject.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- The school hall is inadequate for teaching the full range of physical education.
- There are many very good opportunities for sport after school.
- Provision for swimming is very good.

## **Commentary**

79. By the end of Year 2 and Year 6 most pupils reach average standards. All pupils, including those with special educational needs, make satisfactory progress. In Year 2, pupils are developing their physical skills and agility satisfactorily. For example, they stretch and curl confidently on gymnastic apparatus, using different parts of the body. Year 6 pupils build on these abilities and develop ball and team skills sufficient to compete successfully in local events. For example, in netball, pupils catch the ball from a run and jump. They pass accurately to a partner and shoot for the net. They develop satisfactory hockey skills such as dribbling, hitting, returning and challenging.
80. From Year 3 all pupils are provided with regular swimming lessons at the local leisure centre. At the end of last year, all pupils in Year 6 swam the expected 25 metres and many exceeded this. Many pupils reach this level in swimming before they reach Year 6 because of the very good opportunities for swimming provided by the school.
81. In the two lessons seen during the inspection the quality of teaching and learning was satisfactory. Pupils showed very good attitudes to learning. In a gymnastics lesson in Year 2 the teacher showed a good level of care for pupils as she emphasised health and safety and sensitively helped individuals who needed it. This led to pupils behaving well and showing good attitudes. She successfully encouraged both boys and girls and pupils of all abilities to ensure that all class members were included fully in the lesson. She worked closely with her teaching assistant and together they coached the pupils and offered helpful advice. As a consequence, all pupils made satisfactory progress in the lesson. However, progress was slowed because the hall is too small. Consequently, it was not safe or feasible for the whole class to be active at the same time, so pupils were obliged to waste lesson time by queuing at apparatus.
82. The school hall represents a significant weakness in the provision of physical education. There is insufficient room for even the youngest pupils to move freely and safely in a class lesson. By Year 6 the size of the pupils and the demands of the curriculum make the problem more acute. The school does all that it can to overcome these difficulties by ensuring that junior pupils have access to facilities at the local leisure centre. However, these arrangements do not provide the pupils with sufficiently regular access to an adequate hall or gymnasium. This weakness has remained since the last inspection. In spite of these difficulties, it is a credit to the school that it has achieved accreditation for

the 'Top Sport', 'Top Dance' and 'Top Play' awards which enriches the curriculum and improves teachers' skills. The school provides very well for swimming.

83. The school provides a very good range of out-of-school sporting opportunities for older pupils. These include football matches against local and county teams and netball, cricket, rugby and gymnastics clubs. Most junior pupils attend at least two clubs. The school is rightly proud of its sporting successes and this is reflected in the impressive range of trophies on display. These activities greatly enrich the school's provision for physical education.
84. The co-ordinators provide satisfactory leadership and management. They have made a good start at monitoring their subject by including lesson observations, paired teaching and pupil interviews, but their procedures for assessment are in the early stages.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education and citizenship**

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

#### **Main strengths and weaknesses**

- Personal, social and health education gives pupils a good appreciation of the community in which they live.
- Visits and visitors enliven pupils' learning well.

#### **Commentary**

85. Standards are better than average and achievement is good because the very good school ethos places a priority on personal, social and health education and citizenship.
86. Provision is planned well for all year groups and is based on a good scheme of work. This involves visits from the emergency services among others, good opportunities for pupils to develop a social conscience and an awareness of the impact of changes on the environment. The subject makes a very effective contribution to pupils' moral development, as when Year 2 pupils reflected on the concept of what makes a good friend.
87. Teaching and learning overall are good. However, in an excellent lesson seen in Year 5 it was outstanding. Due to the excellent relationships in the class, pupils were prepared to open up when they discussed their personal experiences of bullying. An excellent practical demonstration (dropping water from a pipette onto a volunteer pupil's head) showed pupils that, while one insult or name-calling may be shrugged off, continual harassment soaks you through. The lesson allowed the teacher to reinforce his key messages, but also to get pupils to understand that they must tell an adult about any incidents that worry them
88. The school council is elected by its peers. It meets monthly to discuss issues such as playground rules or fund raising, which contributes well to their moral and social development and to their becoming good citizens. Pupils are given good opportunities to raise issues and take their responsibilities seriously.



89. Leadership and management are satisfactory. A start has been made on looking at standards and there are good plans to validate the school's provision by taking part in the 'Healthy Schools' award.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

