

## INSPECTION REPORT

**Becket Primary School**

Worle

Weston-super-Mare

LEA area: North Somerset

Unique reference number: 109123

Headteacher: Mr M Moore

Reporting inspector: Mr RWG Thelwell  
20977

Dates of inspection: 6<sup>th</sup> – 10<sup>th</sup> March 2000

Inspection number: 190284

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Tavistock Road  
Worle  
Weston-Super-Mare  
North Somerset

Postcode: BS22 6DH

Telephone number: 01934 516052

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Appropriate authority: Governing Body

Name of chair of governors: Mrs M Dunkley

Date of previous inspection: 18<sup>th</sup> – 21<sup>st</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr RWG Thelwell Registered inspector	Children under five; Information technology; Physical education.	What sort of school is it? The school's results and achievements; How well are pupils taught? How well is the school led and managed?
Mr M Whitaker Lay inspector		Pupils' attitudes, values & personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs K Henry Team inspector	Special educational needs; English; Art; Music.	
Mr I Hancock Team inspector	Equal opportunities; Science; Geography; History.	
Mr H Galley Team inspector	Mathematics; Religious education; Design and technology.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was: MSB Education Ltd.,  
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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Becket Primary School is situated in Worle, on the outskirts of Weston-super-Mare. Pupils are drawn from a wide range of socio-economic backgrounds, including owner occupied homes, and council or other rented accommodation. Since the last inspection, the number on roll has increased by a quarter. The school has a turnover of 30 per cent of its pupils within the school year. Two new teaching areas have been built to cater for the extra pupils. At present, 275 pupils attend school full-time, including 16 children under five in the reception classes. There are nine classes, with an average size of 30. Children join the school at the start of the school year in which they become five. Baseline assessment on entry shows that over half have levels of attainment below those expected for their age.

The school has identified 59 pupils as having special educational needs. This represents 21 per cent of those on roll, and is a little above the national average. Seven pupils have statements of special educational needs allocated to them under the terms of the DfEE Code of Practice<sup>1</sup>. At three per cent, this is above the norm. Fifty-five pupils are eligible for free school meals. This is 20 per cent of those attending school, and is average. Whilst two pupils have English as an additional language, neither needs additional support as they are proficient in English. Whilst the school has no Parent Teacher Association, parents willingly become involved in school events and activities as they arise.

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

When considering pupils' attainment on entry, and the added value in terms of pupil achievement by the end of Year 6, Becket Primary is an effective school. Teaching is effective, and good quality relationships and behaviour are the norm. The headteacher, staff and governors work well as a team, have successfully addressed the majority of issues from the last report, and have created an orderly climate for learning. The school makes efficient use of time, money, accommodation and resources. However, when balanced against the high unit cost per pupil, and the lower than average teaching time at Key Stage 2, the school only gives adequate value for money.

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

- Pupils achieve high standards in information technology.
- Promotes good attitudes, behaviour and relationships.
- Whilst effective teaching takes place across the school, it is particularly so for children under five.
- Provides a warm, caring community, where pupils are known well, and valued as individuals. It creates an orderly climate for learning.
- The provision for special educational needs is good.
- Provision for pupils' moral and social development is good.
- The school has an effective partnership with parents.

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

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

## What could be improved

- There are insufficient opportunities for pupils to develop writing skills at either key stage.
- Standards in religious education do not meet the expectations of the locally agreed syllabus.
- Higher attaining pupils are not always provided with tasks that are sufficiently well matched to their abilities.
- The school has no agreed, written policy to support teachers' assessment of pupils' work. The lack of a marking policy leads to pupils' work being marked in an inconsistent manner.
- There are insufficient opportunities for pupils to carry out independent learning activities.
- Subject co-ordinators are not involved in monitoring the quality of teaching.
- At Key Stage 2, the number of hours taught per week is well below the recommended minimum.
- Provision for pupils' cultural development is unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in November 1996. Whilst the school was described as 'a good school', many areas of significant weakness were identified. The school has successfully addressed the majority of these issues. It has raised standards in information technology; the school improvement plan is now an effective tool for management; staff development has been much improved, as has the partnership between school and parents. The role of co-ordinators has been developed, teaching is monitored on a regular basis by the headteacher, and statutory requirements for collective acts of worship are now met. The issues yet to be addressed continue to give significant cause for concern, namely: 'Increase the teaching time at Key Stage 2', and, 'Review and standardise assessment procedures'.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	E	E	D	well above average A above average B average C below average D well below average E
Mathematics	C	D	D	C	
Science	C	D	C	A	

*Comparison with similar schools is based on a free meal entitlement of 20 to 35 per cent.*

Results of 1999 end of Key Stage 1 assessments showed attainment in reading, writing and mathematics to be well below national averages. However, results for all subjects were a significant improvement on the previous year. When compared with similar schools, results for reading were well below average. Results were below average for writing and mathematics. Of the year group assessed, the proportion with special educational needs

was well above the national average. For pupils currently in Years 2 and 6, inspection evidence confirms a steady improvement, which, at Key Stage 2, is in line with national trends. Whilst at the end of both key stages, standards in certain elements of the curriculum for English and mathematics are now in line with national averages, overall standards are below average. In science, standards are in line with national averages at the end of each key stage. Attainment in information technology exceeds national expectations. Standards in religious education fail to meet the expectations of the locally agreed syllabus at either key stage. Progress in foundation subjects is satisfactory, and pupils perform at levels expected for their age.

Assessment of children on entry to school, shows over half to have levels of attainment below those expected for their age. Children make good progress in personal and social development, and in language and literacy. They make satisfactory progress in all other areas of learning. By the time they are five, nearly all achieve the recommended learning outcomes for each area of learning, with the exception of language and literacy and mathematics, in which a larger proportion do not achieve the recommended outcomes.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils show good attitudes to learning. This has a positive effect on the progress they make in school.
Behaviour, in and out of classrooms	Good. With very few exceptions, pupils behave well in lessons, when moving around school, during playtimes and lunchtimes.
Personal development and relationships	Relationships between pupils, and between pupils and adults are good. They contribute well to pupils' learning.
Attendance	Good. Attendance is above the national average. Pupils are keen to come to school.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was satisfactory or better in 97 per cent of lessons observed. It was good or better in 48 per cent, including ten per cent very good. Of these, three per cent were excellent. Teaching was unsatisfactory or poor in three per cent. In the one lesson where teaching was unsatisfactory, pupils' tasks were not sufficiently challenging, and they made insufficient progress. In the lesson judged as poor, the lack of progress was accompanied by a deterioration in behaviour.

Teaching of children under five was consistently good, including 13 per cent judged to be very good. At Key Stage 1, teaching was satisfactory or better in all lessons; this included 10 per cent very good, and a further four per cent judged excellent. At Key Stage 2, teaching was satisfactory or better in 94 per cent of lessons. Thirty-four per cent were judged to be good, including three per cent very good. A further three per cent were excellent. Three per cent of lessons were judged unsatisfactory, and a similar proportion, poor.



The overall quality of teaching for both literacy and numeracy was judged satisfactory at both key stages. Whilst the teaching of pupils with special educational needs is good, higher attaining pupils are not always provided with tasks that are sufficiently well matched to their abilities.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Whilst there is a broad and balanced curriculum for children under five, provision is unsatisfactory at Key Stages 1 and 2. The school fails to comply with the locally agreed syllabus for religious education, and there are insufficient opportunities for pupils to develop their writing skills. Whilst appropriate use is made of homework, the range of out-of-class activities, visits and visitors to support learning, is limited.
Provision for pupils with special educational needs	Good provision that is well managed by the special needs co-ordinator.
Provision for pupils with English as an additional language	All pupils are proficient in English and require no additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good role models provided by staff, together with clear codes of behaviour, ensure pupils develop a good understanding of their moral and social responsibilities. Provision for pupils' spiritual development is satisfactory. Provision for cultural development is unsatisfactory.
How well the school cares for its pupils	The school's provision for the health, safety and general welfare of its pupils is good.

The school has a strong and effective partnership with its parents. Parents are very supportive of the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership, and manages the school well. He receives good support from his senior management team and the governing body.
How well the governors fulfil their responsibilities	The governing body does not ensure the requirements of the locally agreed syllabus for religious education are met. The school prospectus does not contain all the required information. In other respects, the governing body meets its statutory obligations.
The school's evaluation of its performance	Satisfactory procedures are in place to monitor and evaluate performance. Data is analysed to help determine what needs to be done next. The headteacher monitors the quality of teaching on a regular basis.
The strategic use of resources	Good. The school makes effective use of its resources to support pupils' learning. At each stage of planning and evaluation, the governing body applies principles of 'best value' to good effect.

The school has satisfactory staffing to meet the demands of the areas of learning for children under five and the National Curriculum. Accommodation is good. Overall resources are satisfactory, with strengths noted in provision for information technology and children under five. There is a significant weakness in religious education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects pupils to work hard and achieve their best.</li> <li>• Teaching is good, and pupils make good progress.</li> <li>• Pupils enjoy coming to school.</li> <li>• The school helps pupils to become mature and responsible, and behaviour is good.</li> <li>• Teachers know pupils and their needs well. They are approachable to discuss concerns with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount and regularity of homework.</li> <li>• Information about the progress their children make.</li> <li>• The range of activities for pupils outside of lessons.</li> </ul>

One hundred and sixty-five parents returned the questionnaire, and twenty-four parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents. The team is of the opinion that an appropriate amount of homework is provided for pupils, relative to their ages. Regarding information concerning pupils' progress there is an annual report and two meetings for parents to discuss children's work with staff. Teachers are available to meet parents informally at the start and end of each day. These arrangements are sufficient to keep parents well informed about their children. The inspection team considers the parental concerns regarding the range of out-of-class activities, fully justified.

## **PART B: COMMENTARY**

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

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

1. Assessment of children on entry to school, shows over half to have levels of attainment below those expected for their age. The school makes good provision for its young children. Children make good progress in their personal and social development, and in language and literacy. They make satisfactory progress in all other areas of learning. By the time they are five years old, nearly all achieve the officially recommended learning outcomes for each area of learning, with the exception of language and literacy, and mathematics, in which a larger proportion do not achieve the recommended outcomes.

2. In 1999 Key Stage 1 assessments for reading, the proportion of pupils reaching the expected level (Level 2), was very low when compared with the national average. The proportion reaching the higher level (Level 3) was below average. In writing, the proportion reaching the expected level was well below average. The proportion reaching the higher level was below average. For mathematics, whilst the proportion reaching the expected level was well below average, the number of pupils gaining the higher level was close to the national average. Teacher assessment for science, showed the proportions reaching either level to be well below national averages. When compared with similar schools, results for reading are well below average. For writing and mathematics, they were below average. However, of the year group assessed, the proportion of pupils with special educational needs was well above the national average.

3. Results of 1999 assessments for pupils at the end of Key Stage 2, showed attainment for English to be well below the national average. Whilst attainment for mathematics was below average, pupils' attainment in science was average. When compared with similar schools, results were below average in English, average for mathematics, and well above average for science. In the year group assessed, the proportion of pupils with special educational needs was double the national average.

4. Although for the last three years, results of Key Stage 1 assessments for reading, writing and mathematics have remained below national averages, there has been a steady improvement. At Key Stage 2, the school's performance over the last four years in English, mathematics and science, is broadly in line with national trends.

5. On entry to Key Stage 1, over half the pupils have levels of attainment lower than those expected for their age. Inspection evidence confirms pupils' good progress over time. Although at the end of each key stage the overall standards in English and mathematics are below national averages attainment in certain elements of each subject are now in line with averages and expectations. By the end of both key stages, standards in science meet national averages and expectations. Improvements are attributable to the school's successful implementation of the National Literacy and Numeracy Strategies, together with the benefits derived from their associated programmes of staff training. With good analysis of the school's National Curriculum assessment results, this has led to the setting of challenging, but realistic individual targets for pupils.

6. In English, pupils make good progress in speaking and listening at Key Stage 1, and sound progress at Key Stage 2. Standards are satisfactory by the end of each key stage. By the time they are seven, pupils show confidence in asking and answering questions. By the time they leave the school, at the end of Year 6, pupils communicate well, using a wide range of vocabulary in an appropriate manner.

7. In reading, pupils make good progress at Key Stage 1 and sound progress at Key Stage 2. Standards are average at the end of both stages. By the end of Year 2, pupils read confidently and clearly, observing punctuation. By Year 6, they read a wide range of texts with fluency and accuracy. Pupils discuss character and plot, and talk about their favourite books confidently.

8. Insufficient progress is made in writing at both key stages. This results in below average attainment. Whilst at Key Stage 1, the majority of pupils write logical, sequenced sentences, the number doing so is not enough to meet national requirements. At Key Stage 2, although pupils write for a range of audiences and purposes, the structure, quality and content of what is written, does not meet expectations. By the end of Year 6, pupils' handwriting is satisfactory. Pupils write in a fluent and clear, cursive style.

9. The school's successful application of the numeracy strategy is now having a positive effect on standards. Whilst overall progress in mathematics is satisfactory across both key stages, pupils make good progress in number work. This results in standards meeting expectations at the end of Years 2 and 6. Whilst pupils maintain satisfactory progress in other attainment targets of the curriculum, the number of pupils reaching the required levels is insufficient to meet national averages and expectations.

10. Pupils make limited use of their developing literacy skills in other subjects. In history, pupils write about the life and times of the Ancient Egyptians. In geography, they explain how the course of a river is formed. In science, pupils record several experiments. Numeracy skills are used to good advantage in the 'Fruit Tuck Shop' research initiative, where pupils record and illustrate day-to-day sales, and show their costs and profit margins. Numeracy skills are used in science investigations when measuring and recording findings. Pupils measure and weigh in design and food technology, and refer to timelines in history.

11. In science, pupils across the school make satisfactory progress. Work related to experimental and investigative science is undertaken well. Pupils have a broad knowledge of science, and observe, experiment, speculate and use the skills of scientific enquiry. They understand what makes a fair test, and use an increasing range of scientific language with confidence.

12. Pupils make good progress in information technology. By the end of both key stages, attainment exceeds national expectations. In religious education, standards do not meet the expectations of the locally agreed syllabus at either key stage. Pupils spend insufficient time on the subject, and do not have enough understanding of religions other than Christianity.

13. Pupils make satisfactory progress in foundation subjects, and achieve levels of performance broadly in line with those expected for their age. Pupils on the register of special educational needs have individual education plans that clearly identify realistic but challenging targets. Pupils make satisfactory, and, on occasions, good progress in relation to their prior attainment and to targets set in their education plans. However, at each stage, higher attaining pupils are not always set work that is sufficiently challenging. On these occasions, they make insufficient progress, and do not achieve standards of which they are capable.

14. Having achieved the targets set for English in 1999, and narrowly missing those set for mathematics, the school is now working with the local authority to set targets for improving standards in literacy and numeracy. The school has a positive attitude to raising standards, and the headteacher, staff and governors are working together to this common aim.

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

15. Pupils' attitudes to school are good, as was the case at the time of the previous inspection. At the start of the day, pupils in reception and Year 1 bustle confidently into their classrooms, hang up coats and bags and sit on the carpet, eager for lessons. Their confidence comes from an early induction into the school's routines. In lessons, the majority of pupils of all ages demonstrate eagerness and enthusiasm, whether learning computer skills in the computer suite or taking part in mathematics games in the hall, as part of a numeracy hour. Where teaching is inspirational, as in information technology, pupils respond by making gains in knowledge way beyond the normal range. There is a minority of pupils in all years whose attitudes are negative. Their impact upon the learning of others is, in most instances, overcome by teachers' skills in pupil management and by the commonsense of the majority who largely ignore disruptive outbursts. Pupils are proud of their work and keen to show it, but the quality of presentation does not always do justice to their interest and enthusiasm.

16. Behaviour is good. There have been two exclusions over the preceding year. Whilst the previous inspection report concluded that behaviour was very good, parents consider that behaviour now is considerably better than at the time of the previous inspection. Then, 57 per cent of parents' responses considered behaviour to be good. The figure is now 91 per cent. Teachers make the school's high behavioural expectations clear from the outset. Pupils quickly learn that they must put their hands up to speak, take turns fairly, and move about the school in an orderly fashion. Thus creating an orderly community. There is, however, in most classes a small minority of pupils whose behaviour is disruptive. Teachers and support assistants manage this behaviour competently and disruption to the learning of the majority is minimal.

17. Pupils are polite and welcoming to visitors. They happily talk confidently and openly about their work. At lunch, pupils queue patiently for their meals, follow the instructions of the mealtime supervisors, and chat quietly together as they eat in a pleasant, sociable atmosphere. Parents at the pre-inspection meeting expressed concerns about the quality of playtime supervision, the behaviour of some pupils and the mixing of the age groups in the playground. Inspection evidence does not support those concerns. Play is lively but not aggressive. There is adequate adult supervision, which is of good standard. Pupils from ethnic minority groups and those with special educational needs are fully integrated into the school's social life. There is no evidence of any offensive, sexist, racist behaviour or of any bullying.

18. Personal development, overall, is good. All pupils, including children under five, have a wide range of classroom duties which they carry out efficiently and with minimal fuss. They know what is required of them and they get on with it. Year 5 pupils run a mid-morning fruit 'tuckshop' (as part of an experiment mounted by Bristol University). They decide what fruit to order, phone the order to the wholesaler, set out the stall, price the fruit, handle the money and keep sales records; all without adult intervention. Their confidence in running the enterprise is impressive. Pupils' self-confidence is boosted by their involvement in 'WhizzKids', an extracurricular computer club in which pupils demonstrate computer skills of a very high order; and by their involvement in the chess club, which has competed at national level. Some of these esteem boosting activities, however, are the province of higher attainers only. There is less evidence of pupils managing their own learning. In the majority of classes, pupils have few opportunities to plan their own work and there is little evidence of them carrying out their own research: for example by using the school library.

19. Relationships throughout the school are good. The previous inspection report regarded relationships as 'very good'. Parents correctly regard staff as good role models for children. Teachers treat pupils with respect and pupils respond appropriately. Particularly positive relationships between pupils and learning support assistants providing less able

pupils with additional literacy support were noted, thus helping those pupils to improve their attainment in reading. Pupils relate well to each other. Even the youngest children in the reception class are able to listen in silence whilst others show favourite toys or relate news.

20. Attendance is good, an improvement over the satisfactory finding of the last inspection. Unauthorised absence has increased, but only because the current headteacher takes a firm line on absence for unacceptable reasons.

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

21. Overall, teaching is judged to be satisfactory or better in 97 per cent of lessons observed. It is good or better in 48 per cent, including ten per cent judged very good. Of these, three per cent are excellent. Three per cent of lessons observed were judged unsatisfactory or poor. All teachers and learning support assistants work well as a team, sharing knowledge and expertise. The quality of teaching has a positive effect on pupils' responses and the progress they make.

22. The previous inspection found teaching of children under five to be consistently good. This strength has been maintained, in that observations during the current inspection found teaching of children under five to be good, or better, in all lessons observed, including 13 per cent judged very good. Planning is based on the officially recommended desirable learning outcomes. It covers all areas of learning for children under five, and links well with the early stages of the National Curriculum. Children are provided with a range of relevant and interesting experiences. Knowledge and understanding of this age group are reflected in the preparation and delivery of lessons, and in the careful and detailed monitoring of children's work. Staff co-operate in providing children with an appropriate balance between teacher directed activities, and those they choose for themselves. The many opportunities created to develop and extend children's language ability are a marked feature of the good practice observed.

23. The quality of teaching at Key Stage 1 is judged to be satisfactory or better in all lessons observed. Forty-six per cent of lessons observed were good or better; this included ten per cent very good. A further four per cent of lessons were judged excellent. At Key Stage 2, teaching was satisfactory or better in 94 per cent of lessons observed. Thirty-four per cent were judged to be good, including three per cent very good. A further three per cent were excellent. In three per cent, teaching was unsatisfactory. Here, pupils were not provided with tasks suitably matched to their abilities, and they made too little progress. In the three per cent where teaching was judged poor, pupils' lack of achievement was accompanied by a marked deterioration in behaviour and attitudes during the lesson.

24. With the exception of religious education, teachers are secure in their knowledge and understanding of subjects taught. They use this expertise effectively. Teachers are enthusiastic, and this contributes to positively well managed classes. On many occasions, pupils' understanding is significantly enhanced by clear explanations and effective demonstrations. For instance, in several information technology lessons, pupils in Years 2, 4 and 5 were given very clear, step-by-step guidance on how to use new computer programs and their applications. In one lesson they responded with great enthusiasm when the teacher said, "You learn best when you do it yourselves. Come on, its your turn now. Have a go." During a games lesson, the teacher gave those in Years 4 and 5 an effective demonstration on the correct way to make and receive chest and bounce passes for netball and basketball.

25. In the most successful lessons, teachers communicate objectives clearly, ensuring pupils fully understand what they are expected to achieve. In nearly all lessons, teachers have suitably high expectations of pupils' attainment, and give good support and reassurance.

26. Across the school, classrooms are well organised to promote learning. Teachers were observed using an appropriate range of teaching strategies, including individual, group and whole class teaching to good advantage. The use of questioning techniques by staff is effective, and has a positive influence on the development of pupils' learning, particularly speaking and listening skills. The same is true of teachers' encouragement of pupils to use correct vocabulary within subjects. Good examples of both practices occur regularly at the end of lessons, when pupils discuss what they have learnt. During 'circle time' sessions, teachers show sensitive care, control and guidance when they encourage pupils to contribute to a range of issues. In the main, after questions or issues have been put to pupils, teachers allow them sufficient time to organise their thoughts and ideas. However, on a small number of occasions, rather than provide another question to help clarify pupils' thinking, teachers too quickly provided the answer themselves.

27. Teachers across the school make good use of time and available resources to advance pupils' learning. Lessons have clear objectives that build on previous learning. Nearly all lessons start with a recap on what pupils have learnt earlier and how this is to be developed within the session. Good use is made of support assistants, volunteer adults and students to enhance learning. Teachers ensure that those working with them have a clear understanding of objectives, methods, and resources to be used. Pupils respond well to the support given. Staff have built good relationships with pupils, and behaviour is, in the main, good.

28. Teaching for pupils with special educational needs is good. Individual education plans, including those linked to statements of special educational needs, relate well to the needs of pupils for whom they are written. Staff use these plans well to meet specific needs. Relationships between staff and these pupils are good. Teachers give clear instructions, and use praise constructively. As a result of good support, such pupils make satisfactory, and, on occasions, good progress in relation to prior attainment. However, work provided for higher attaining pupils is not always sufficiently demanding. As a consequence, within lessons, these pupils do not always make sufficient progress, or achieve standards of which they are capable.

29. Teaching of the daily literacy hour was judged to be satisfactory or better in 93 per cent of lessons observed. Thirty-eight per cent were judged as good, including seven per cent excellent. Sessions are well planned, with clear objectives. Interesting activities are provided for pupils, and good use is made of the review sessions at end of lessons. The most successful lessons are characterised by the enthusiasm of the teacher, expressive reading and leading of stories, and skilled questioning to ensure pupils understand texts. In the lesson judged unsatisfactory, inappropriate tasks were set, and pupils made insufficient progress. The quality of teaching for daily mathematics lessons was judged as satisfactory or better in all sessions observed. Twenty-seven per cent were judged as good, including nine per cent very good. Lessons are well planned, with suitable activities to reinforce pupils' understanding of concepts taught. In mental arithmetic sessions, pupils are challenged to think and use their recall of number with rapid responses. Pupils enjoy this and respond well.

30. Day-to-day planning is sound. Whilst teachers use ongoing assessment to help plan what is to be taught next, the quality of this, however, is variable. The school has yet to agree on policy and format for such assessment. The school has no marking policy. This results in an inconsistent approach to marking. On many occasions, pupils are given no guidance as to what they must do to improve. Teachers make appropriate use of homework throughout the school. They ensure the amount and challenge of work given is suitably matched to the age and capabilities of the pupils concerned.

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

31. Overall, curriculum provision is unsatisfactory. Although the school has several strengths, these are outweighed by some significant weaknesses.

32. The school provides a broad and balanced curriculum for children under five, which covers all the areas of learning recommended for this age group. Work is planned thoroughly and children are well prepared for the National Curriculum programmes of study. Across Key Stages 1 and 2, all subjects of the National Curriculum are taught, with due emphasis given to literacy and numeracy. Provision is satisfactory for the development of pupils' personal and health education. Whilst a programme is in place to develop pupils' drugs awareness, the governing body has opted not to cover sex education, other than through the requirements of the National Curriculum for science. Information technology is given a high profile throughout the school, and very good use is made of the new computer suite to give pupils a range of exciting opportunities. In Years 5 and 6, pupils take part in an excellent and innovative fruit tuck shop project. By organising the daily opening of the shop, pupils develop their independence and responsibility, and, by collecting and representing a range of data about sales, they use skills of mathematics and information technology. Most importantly, this gives pupils of all ages a clear idea of the role that fruit plays in a healthy, balanced diet.

33. Alongside these strengths, there are significant weaknesses. At the crux of these, is the low teaching time provided for pupils in Key Stage 2, an issue raised in the previous inspection report. Although the school has added a small amount to the teaching day, its response has been insufficient, and the length of the teaching week remains well below the recommended minimum. This has a negative impact on curriculum provision in Key Stage 2. It means that, although the core subjects are covered satisfactorily, there are limited opportunities for pupils to develop their writing skills in other subjects including history, geography and religious education. This is a major reason for the weaknesses in writing across Key Stage 2. The school fails to comply with the locally agreed syllabus in religious education. There is no subject co-ordinator, nor a scheme of work to guide teachers' planning. Whilst teachers use the agreed syllabus informally to help them plan their work, the lack of a scheme means that although some aspects, mainly those associated with the Christian faith, are covered adequately, those concerned with other world religions are almost totally ignored. The school recognises this weakness, and the school improvement plan outlines how the school will tackle this next term.

34. Provision for pupils with special educational needs is good. Pupils receive specific help in lessons, and are well supported by clear and individual programmes to ensure they participate fully in all activities. Teachers, learning support assistants, and the special needs co-ordinator are involved in the preparation and review of individual education plans. These are used well. Outside agencies are closely involved if pupils need specific assessments in order to help in planning their programmes. However, work provided for higher attaining pupils is not always sufficiently demanding. As a consequence, such pupils do not always achieve standards of which they are capable.

35. A limited range of extracurricular activities is available to pupils. Older pupils do enjoy the chance to play chess and to develop their information technology skills in the 'WhizzKids' club, but, overall, parental concerns at the lack of such opportunities across the school are fully justified. Throughout the school, appropriate use is made of homework to support pupils' learning, especially with regard to the development of reading skills.

36. The school has developed effective and constructive relationships with a nearby secondary school, and older pupils benefited from an information technology presentation



they undertook recently. Overall, however, the school makes limited use of the locality to enrich the curriculum, and pupils have few opportunities to visit places of interest.

37. The school provides a good context for pupils' personal development. It has a positive ethos characterised by caring attitudes and good relationships. Provision for pupils' social and moral development is a strength of the school. Opportunities to promote spiritual development are satisfactory, though limited. Provision for pupils' cultural development is unsatisfactory.

38. Pupils' social development is successfully promoted through many aspects of school life. A clear behaviour management policy, which emphasises interpersonal relationships and selfdiscipline underpins this success. Pupils help one another and relate well to each other. They share expertise when using computers and work collaboratively in a number of learning situations, as when pupils in Years 5 and 6 design, plan and make musical instruments. They share ideas and responsibility for the finished piece of work. At the beginning of assemblies, pupils co-operate in playing musical instruments. Social awareness is raised further through fund-raising work in association with a range of charities.

39. The good provision for pupils' moral development has a beneficial impact on pupils' behaviour and attitudes. Staff provide very good role models and respond to pupils with sensitivity and respect. Moral issues are integrated into assembly themes and help pupils develop a clear sense of right and wrong, together with a respect for others and for property. During the inspection, pupils consistently worked and played harmoniously. They show respect for the views of others in discussions, particularly in circle time, which has recently been adopted as part of the personal and social education programme.

40. Provision for pupils' spiritual development is fostered mainly through religious education lessons and the daily act of collective worship. Assemblies are well planned and cover a range of themes. For example, courage and self belief are considered through the story of David and Goliath. Pupils reflect on these themes and consider the relevance to their lives. Pupils in reception and Year 1 wonder at the growth of root systems and the germination and growth of their seeds. In art, pupils in Year 2 explore and marvel at the textures in natural and man made materials. In an English lesson, pupils in Years 5 and 6 discuss and explore the feelings associated with fear and anger.

41. Although several elements of the curriculum, such as English, art and music contribute to pupils' cultural development, insufficient attention is paid to promoting pupils' understanding of their own heritage, and the rich diversity of other cultures. Pupils are involved in the annual Worle music festival, and have recently worked together as a school to produce displays celebrating the achievements of the last millennium. In English, pupils in Year 2 study creation stories from different parts of the world. These events and examples whilst highly successful, do not involve all pupils. There are very few planned visits to enrich pupils' learning, and other world faiths are not covered as part of the religious education curriculum.

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

42. Arrangements for child protection and promoting pupil welfare are good. The headteacher is the designated person for child protection purposes, and all staff are aware of correct procedures concerning such matters. There is effective liaison with other agencies. The school takes good care of its children. Parent volunteers are police vetted and there are good arrangements for the security of pupils at the end of the school day. The school is justifiably proud of its innovative approach to information technology, and vetting software is in place to ensure that pupils do not stray into unsuitable websites. There are clear security rules for e-mailing.

43. Arrangements for health and safety are satisfactory, as are the procedures for first aid and caring for pupils with medical conditions. The school works hard to promote good attendance. Parents are reminded, where necessary by personal interview with the headteacher, of the undesirability of taking family holidays in term-time. When pupils are absent from school without known cause, the office will telephone parents.

44. There are good and successful procedures for promoting good behaviour. The school's philosophy is that self discipline works better than external control. Pupils, therefore, are involved in drawing up their own class rules. There is a system of reward 'stars', leading to a prize. Any instances of bullying are addressed by the headteacher, and parents are involved at an early stage. In severe cases, a record involving class teacher, headteacher and home is set up.

45. Pupils' personal development is monitored well but informally. The quality of day-to-day support pivots on the good relationships that exist between staff and pupils. Teachers know their pupils, their problems and domestic backgrounds well. Consequently they are able to provide understanding support.

46. Insufficient attention has been given since the previous inspection to developing procedures for monitoring and supporting pupils' academic progress. A co-ordinator has recently been appointed, but the school has yet to devise and implement an agreed assessment policy. In reception classes, baseline assessment is used well to assess the attainment of children under five when they enter school. However, across Key Stages 1 and 2, there are no systematic, agreed procedures for assessment and record keeping in any curriculum subject. Throughout the school many pupils are taught in mixed aged classes, and it is a complex task to track what pupils have been taught, and even more difficult to identify what pupils know, understand and can do in all subjects. Teachers lack this important information when planning their work, and, on occasions, this leads to inappropriate tasks set for individual pupils, and has a negative impact on their learning.

47. Pupils' work is marked regularly but the quality of teachers' marking is inconsistent, and targets to help pupils improve are rarely identified. The school has no recent examples of annotated and levelled work for English, mathematics or science to support teachers with assessment, and, as a consequence, many teachers are insecure when assessing pupils' attainment. At Key Stage 2, assessment of pupils' attainment and progress is supported in English and mathematics by the school's analysis of end of key stage National Curriculum assessments, and optional curriculum assessments in Year 4. The headteacher, in consultation with the local authority, has used these results to set realistic targets for groups of pupils, in English and mathematics. However, insufficient attention is given to monitoring and moderating assessment in religious education and on core subjects. Procedures for assessing pupils with special educational needs are good. Such pupils are provided with individual education plans that focus clearly on achievable targets. Pupils' progress and targets within the programmes are reviewed regularly. The quality of pupils' annual written reports for parents is satisfactory. The majority contain appropriate comments on pupils' attainment and progress.

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

48. Parents are very supportive of the school. Their support has increased markedly since the previous inspection, when parental responses to the pre-inspection questionnaire were broadly 60 per cent favourable. That figure is now nearer 84 per cent.

49. There are good, effective links with parents. Parents are invited to meet reception teachers to discuss their children's abilities on joining the school. There are two formal opportunities per year for parents to meet staff. Whilst some parents have expressed the wish for termly meetings, virtually all - 94 per cent - agree that the school is an open and

approachable place, particularly in Key Stage 1, where parents are able to resolve minor problems daily, when they deliver or collect their children. The atmosphere in those classes is warm and friendly and conducive to swift resolution of minor matters.

50. Parents are provided with good quality information about the school. However, although the prospectus is written in easy parent friendly language, it does not contain all the statutory information. Regular newsletters are sent home. These are written in chatty, accessible language. There is little information on curricular matters. However, the school does provide information evenings on issues such as the operation of literacy hour. These are well attended. Pupil reports are satisfactory and meet statutory requirements. Reports comment well on the child's personal development, but they lack consistent judgements regarding progress against National Curriculum levels. Some staff add this information, but it is not a practice across the school. In the pre-inspection questionnaire, only 70 per cent of parents felt that they were well informed regarding their child's progress. For parents with Internet access, the school's award winning website is an impressive source of information.

51. Parents are involved in the life of the school to a satisfactory degree. There are parent helpers in classes, assisting with reading, art and craft and computers. A parent runs the after school football club. Whilst there is no parent teacher association, groups of parents band together from time to time to organise fundraising events for specific items or projects. Parents support their children at home, through homework and through signing up to the home-school agreement. Home-school reading diaries form another effective link between home and school.

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

52. The previous inspection identified several areas of weakness regarding leadership and management. There was insufficient monitoring of teaching, and the school improvement plan was considered an ineffective tool for management. The role of subject co-ordinators was underdeveloped, and arrangements for staff development were unsatisfactory. The governing body was not sufficiently involved in strategic planning in monitoring and evaluation of spending decisions; and collective worship did not meet statutory requirements. The school has successfully addressed the majority of these issues.

53. The headteacher provides effective leadership. Since his appointment, following the last inspection, he has led the school well in addressing the issues arising from the last inspection. He has set a clear direction for the school's development, based on his awareness of the needs of its pupils. He receives good support from his management team, and a hard working staff, who, along with the governing body, share a commitment to providing quality education. This has resulted in the school having a clear set of aims and values that are reflected in its day-to-day life. In line with their stated aims, staff and governors have established a positive and caring ethos that supports and promotes pupils' learning.

54. Together with the governing body, the headteacher manages the school well. Day-to-day management and organisation of the school are good. Roles and responsibilities are now well defined, and staff have specific management responsibilities that support the school well. Written communication, regarding aspects of school life is regular, informative, and well managed.

55. Management of the curriculum is delegated to teaching staff who take responsibility for co-ordinating a number of subjects or aspects of school life. Whilst co-ordinators are now involved in planning and resourcing, together with evaluating the outcomes of subjects, they do not monitor the quality of teaching in subjects for which they are

responsible. However, regular monitoring of teaching across the curriculum is undertaken by the headteacher.

56. There is regular and productive communication between the headteacher and chair of governors, and committees covering a range of management areas meet regularly. In addition to discussing policies and documents, through visiting, observing, and working alongside pupils, collectively governors have a sound working knowledge of the school's provision for the National Curriculum and standards pupils achieve.

57. The school prospectus does not give national results of the end of key stage National Curriculum assessments, against which Becket Primary School must be compared. The requirements of the locally agreed syllabus for religious education are not met at either key stage. In other respects, the governing body meets its statutory obligations, including those relating to a daily act of collective worship. The school complies with requirements relating to the Code of Practice for the identification of pupils with special educational needs. Whilst ensuring equal opportunities for pupils' access to the curriculum and associated resources, higher attaining pupils are not always given work suitably well matched to their abilities.

58. The preparation of the school improvement plan is now well managed, with governors and staff successfully involved. The resulting document is of very good quality, being clear and well structured. It establishes relevant priorities, responsibilities and resource requirements. It clearly states the criteria that will be used to evaluate success. Priorities identified within the plan for September 2000, include the provision for co-ordinators to monitor teaching, and the review of provision for religious education.

59. The provision for staff development, identified as a weakness in the last inspection, has been tackled very effectively. Staff training is now matched to both school and individual needs. A good example of this has been the focus on developing confidence in the teaching of mathematics, which has been very successful and has led to the raising of standards at both key stages. All staff now have job descriptions and a clear understanding of the role they play in the school. The school recognises that staff expertise does not yet cover all subjects, and that appointing co-ordinators for religious education and design and technology remain a priority.

60. Accommodation is spacious and well kept. Classrooms are of good size, and the school benefits from a well equipped computer room. The school has a very small and generally uninviting library. Overall, the school has a satisfactory range of resources. Whilst information technology and provision for children under five are resourced well, there are shortcomings in science and geography, and a significant weakness in religious education.

61. The standard of financial planning and management, together with that of financial control is good. The last audit of the school's financial management systems raised very few minor recommendations for improvement. They have since been addressed. Governors are now closely involved in budgetary matters, and all expenditure is carefully targeted and used appropriately. In keeping with the school's good application of the principles of 'best value', all spending decisions are evaluated for cost-effectiveness in terms of their impact on the quality of education and provision.

62. The school has yet to address the issue from the last inspection that, at Key Stage 2, the amount of time taught per week is well below the recommended minimum. When taking into account pupils' attainment on entry, standards achieved by pupils, the quality of the school as a community and the education it provides, together with the above average unit cost per pupil, Becket Primary gives adequate value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In addition to those targets identified within the school improvement plan which relate to the raising of standards: to improve the school further, the governors, headteacher and staff should-

- **Raise** the standard of writing at both key stages by:
  - Increasing the fluency of forming sentences and paragraphs, through frequent opportunities for pupils to write down their own thoughts, and to extend simple sentences into compound sentences;
  - Developing the quality and range of vocabulary pupils use in their writing, and making more use of dictionaries and thesauruses to support such writing.(Paragraphs: 8, 33, 75,78, 111, 134.)
  
- **Raise** standards of attainment in religious education across both key stages by:
  - Improving the management of the subject by appointing a co-ordinator;
  - Implementing the locally agreed syllabus in a consistent manner;
  - Improving teachers' expertise and confidence through in-service training;
  - Improving the balance of the curriculum by allocating more time to the subject;
  - Developing resources to support teaching.(Paragraphs: 12, 33, 59, 60, 132,133, 134, 135, 137.)
  
- **Ensure** that higher attaining pupils are challenged appropriately, by providing tasks more closely matched to their abilities.  
(Paragraphs: 13, 28, 34, 46, 57, 85, 86, 87, 89,96, 111.)
  
- **Improve** assessment in order to monitor pupils' progress effectively, and provide suitable information for planning future work by:
  - Establishing effective systems for gathering information on pupils' attainment;
  - Improving procedures so that assessment becomes an integral part of teachers' regular classroom practice;
  - Developing portfolios of annotated and levelled examples of pupils' work in the core subjects, to support teachers with assessment;
  - Devising and implementing a marking policy to ensure pupils are given clear information on how to improve their work.(Paragraphs: 30, 46, 47, 81, 89, 90,96, 111.)
  
- **Provide** pupils at Key Stage 2, with strategies and opportunities to take more responsibility for their own learning, through personal research, and the use of reference materials, including aspects of information and communication technology.  
(Paragraphs: 18, 77,96, 111.)
  
- **Give** subject co-ordinators opportunities to monitor teaching in the subjects for which they are responsible.  
(Paragraphs: 55, 81,97, 112.)
  
- **Review** the total amount of time taught each week at Key Stage 2, in order to meet the minimum recommendations.  
(Paragraphs: 33, 62,109, 134.)
  
- **Improve** provision for pupils' cultural development, giving them a greater knowledge and awareness of their own heritage, together with an understanding and appreciation of the richness and diversity of cultures other than their own.  
(Paragraphs: 37, 41, 111.)

In addition to the key issues above, the following should be considered for inclusion in the governors' action plan:

- Complying with statutory requirements to ensure the prospectus contains all required information.  
(Paragraphs: 50, 57.)
- Reviewing the number and range of out-of-class activities.  
(Paragraphs: 35.)

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

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

71

Number of discussions with staff, governors, other adults and pupils

22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	7	38	49	1.5	1.5	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	275
Number of full-time pupils eligible for free school meals	55
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	59
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	34

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	10
	Girls	9	12	10
	Total	17	20	20
Percentage of pupils at NC level 2 or above	School	59 (49)	69 (53)	69 (38)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	12	11	11
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	69 (49)	72 (44)	72 (69)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	14	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	15
	Girls	5	9	12
	Total	15	21	27
Percentage of pupils at NC level 4 or above	School	48 (55)	68 (50)	87 (76)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	15
	Girls	8	11	11
	Total	20	26	26
Percentage of pupils at NC level 4 or above	School	65 (69)	84 (69)	84 (72)
	National	68 (65)	69 (65)	75 (71)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	208
Any other minority ethnic group	4

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	27.5
Average class size	30.5

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

Total number of education support staff	11
Total aggregate hours worked per week	118

### ***Financial information***

Financial year	1998/99
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	£
Total income	410700
Total expenditure	421579
Expenditure per pupil	1749
Balance brought forward from previous year	5922
Balance carried forward to next year	- 4957

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	165

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	4	0	0
My child is making good progress in school.	44	50	4	0	2
Behaviour in the school is good.	35	56	5	1	4
My child gets the right amount of work to do at home.	22	43	27	5	2
The teaching is good.	53	41	2	0	4
I am kept well informed about how my child is getting on.	31	39	23	5	1
I would feel comfortable about approaching the school with questions or a problem.	53	41	4	0	2
The school expects my child to work hard and achieve his or her best.	61	36	1	0	2
The school works closely with parents.	31	50	15	2	2
The school is well led and managed.	51	42	2	0	4
The school is helping my child become mature and responsible.	46	46	4	0	5
The school provides an interesting range of activities outside lessons.	9	28	36	10	17

### Summary of parents' and carers' responses

In addition to those who returned the questionnaire, 24 parents attended the pre-inspection meeting with the Registered Inspector. Whilst the majority gave strong support for the school, a significant minority of parents would appreciate more information on the progress their children make. A similar proportion of parents had concerns on the amount and regularity of homework. Nearly half the questionnaires returned showed dissatisfaction with the range of out-of-class activities provided by the school.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

64. The school admits children at the start of the school year in which they become five. At the time of the inspection, 16 children under five were in the classes catering for reception. On entry, over half have levels of attainment below those expected for their age. The school makes good provision for its young children. Although they make good progress, a significant number do not achieve the officially recommended learning outcomes for language and literacy or mathematics by the time they are five. Nearly all children achieve the recommended outcomes for the other areas of learning.

65. Children's progress in personal and social development is good. Staff have successfully created a happy, purposeful atmosphere where children settle quickly into the routines of school. Children work together in a friendly and supportive manner. They show respect for each other, adults and visitors. Children take an active part in a variety of self-chosen and adult led activities, and handle resources sensibly. They are well behaved, and sustain concentration well when working. Children make sensible choices from a range of activities available. They play well with others, share and take turns. Children respond well to adults. They follow instructions, listen carefully to what they are told, and begin activities eagerly. Children are sensitive to the needs of others, and show obvious pleasure in friends' successes as well as their own. The several food technology activities provide children with opportunities for observation, language development and preparation skills, together with an awareness of the importance of washing hands before handling food.

66. Children make good progress with language and literacy. Most develop sound book skills. They handle books well, know that text conveys a message, and is read from left to right. Children enjoy sharing books, following stories and illustrations as they listen to story tapes. Most listen attentively to stories read by their teacher. Whilst they demonstrate growing confidence when answering questions, many are still hesitant speakers. All learn the importance of taking turns and listening to others. Interesting displays and activities help develop children's recognition of letters of the alphabet, and the sounds associated with them. Several older children successfully read a number of common words. They carry out 'pretend' writing as part of their activities in their writing corner, post office and shop, where they make lists and write down telephone messages. Children learn the correct way to shape letters, and copy examples of writing with increasing control.

67. Progress in mathematical understanding is satisfactory. Children recognise and count numbers to ten. They sing and play a range of number rhymes and finger games to reinforce their understanding. Through a variety of carefully directed activities, including number games in the hall, children begin to understand the concept of addition and subtraction. They sort objects in a variety of ways: for example by colour, shape and size by threading objects and repeating patterns. Children use correct mathematical language for simple shapes, and compare measurements such as more than and less than. They use a range of objects which they arrange in order of size. Children develop an awareness of capacity and volume through regular play tasks with sand and water. In so doing, they use words such as empty and full.

68. Children make sound, and, on occasions, good progress in developing knowledge and understanding of the world. They observe and discuss the weather, and understand why we wear different types of clothes for each season. Children know and name parts of the body, and understand that we change as we get older. They investigate the senses through activities involving their 'feely box' and through tasting a variety of fruit. Children explore the textures of different materials and consider the uses for each. They study root systems of plants, and regularly check the progress made by their recently planted cress

seeds and beans. In addition to using a programmable toy, children make effective use of the computers in the computer suite. They handle computers with growing confidence, using keyboard and mouse to control and move objects on screen.

69. Progress in physical development is satisfactory. Children make sound progress in their fine manipulative skills. They handle tools, scissors, paintbrushes, construction kits and malleable materials safely, with increasing control. In indoor movement lessons, they respond well to music as they run, walk, hop and skip with increasing control. In outdoor structured play, children make thoughtful use of a range of equipment to ride, balance and explore. In so doing they develop growing confidence, together with a willingness to share and take turns.

70. Children make satisfactory, and, on occasions, good progress in creative development. They use a range of media to draw, paint, print and make models. They create small imaginary environments, and act out scenes in them, exploring ideas and feelings. Children have good opportunities for structured play. Children were observed developing language skills when enacting the roles of shopkeeper and customer, and when working in the post office. Children enjoy singing songs from memory. They sing enthusiastically, tunefully, and develop a sense of rhythm.

71. The quality of teaching is judged to be good in all lessons observed, including 13 per cent judged very good. All activities are carefully planned, and focus clearly on learning outcomes. Adults use conversation and questions effectively to draw out children's ideas and develop their confidence. All adults understand the content and the desired outcomes of the activities they supervise. This clarity of purpose makes a significant contribution to children's progress and standards achieved. Expectations of children's performance are suitably high, and a positive classroom ethos creates an environment in which children are encouraged to make progress. Children under five have access to a good range of resources, including a book library. These are used well to promote learning.

72. Provision for children under five is well managed. The co-ordinator liaises closely and effectively with her colleagues to plan and monitor activities to develop children's knowledge, skills and understanding. Good procedures are in place to support children's induction into school. A thorough baseline assessment is carried out during children's first half term at school, and this information is used to inform subsequent planning and teaching. Children's systematic development in learning is aided by detailed record keeping, careful observations and ongoing assessment.

## **ENGLISH**

73. Results of 1999 Key Stage 1 National Curriculum assessments for reading, showed the proportion of pupils reaching the expected level (Level 2), to be very low in comparison with the national average. The proportion reaching the higher level (Level 3) was below average. In writing, the proportion reaching the expected level was well below average, whilst the proportion gaining the higher level was below average. When compared with similar schools, results are well below average. At Key Stage 2, the proportion of pupils reaching either the expected level (Level 4), or the higher level (Level 5), was well below the national average. When compared with similar schools, results are below average. However, there is a marked improvement on the results of 1998.

74. Whilst at Key Stage 1, girls performed better than boys, at Key Stage 2, boys performed better than girls. These differences were minimal. Trends over the period 1996 to 1999 show that at both key stages there is now an upward trend following a dip in 1998.

75. Inspection evidence confirms that, at the end of both key stages, pupils achieve standards in speaking and listening, and reading, broadly in line with national expectations.

However, whilst standards for writing are improving, they are still below average. Improvements are attributable to the successful implementation and development of the National Literacy Strategy; a focus on raising standards in reading; and a lower proportion of pupils in current Years 2 and 6 who have special educational needs.

76. Pupils' speaking and listening and skills are satisfactory. Progress is good at Key Stage 1, and satisfactory at Key Stage 2. Many pupils have a limited vocabulary when they enter school. The broad range of planned activities in the early years successfully promotes the development of speaking and listening skills. Pupils enjoy listening to stories and are very attentive during text level work. Whilst the majority of pupils are keen to answer questions, and respond confidently with an effective vocabulary, a small number at each key stage respond often with single words or short phrases.

77. In reading, pupils at Key Stage 1 make good progress and achieve satisfactory standards. They develop fluency and confidence in their reading by using the appropriate strategies to decode new words. They express opinions about the main events in the story and predict what might happen next. Higher attaining pupils talk about the role of the main characters in the stories they read. At Key Stage 2, progress is satisfactory, and, by the end of Year 6, standards are average. High attaining pupils read fluently and confidently. However, there are a significant number of pupils who are unable to use context clues to read unfamiliar words in more challenging texts. Pupils use dictionaries effectively and have a good understanding of how to use an index. Whilst higher attaining pupils have a satisfactory understanding of library skills, a significant number of pupils lack confidence and experience in this area. The library is not used sufficiently. Library time is not planned within the school timetable and the layout of the room is not conducive to independent research. Bookshelves are too high and there are no tables at which pupils can work.

78. In writing, pupils make insufficient progress. This results in attainment in writing being below average at the end of both key stages. The teaching of grammar and punctuation is developed systematically throughout the school within the framework of the National Literacy Strategy. Pupils now write for a wide range of purposes, and there is evidence of improvement. Whilst in Key Stage 1 pupils write short accounts of stories read to the class, personal accounts, letters and descriptive pieces, the number doing so at an appropriate standard, is not enough to meet national averages. High attaining pupils present their work well using simple punctuation appropriately. In Key Stage 2 pupils write formal letters, poetry and some evaluative pieces about extracts from a range of texts. However, there is little evidence of extended writing particularly planned stories. Both the quality and quantity of writing needs to be further developed through frequent opportunities for pupils to record their own thoughts and ideas and a structured approach to the development of greater depth and fluency in writing. By the time they leave the school, most pupils use a neat cursive style of handwriting. However, there are inconsistencies in the presentation of work, but these are being addressed in most classes.

79. Pupils enjoy English and respond well to the literacy hour. They listen attentively to teachers and to one another. Pupils work co-operatively in groups and handle books with care. Most pupils take pride in their work and show a sense of achievement when they complete tasks.

80. At both key stages the quality of teaching is satisfactory overall. Of lessons observed, 55 per cent were judged satisfactory, with 31 per cent good. One lesson was judged as excellent, and one lesson unsatisfactory. Teachers plan effectively to the guidelines of the National Literacy Strategy. Their knowledge of literacy is sound and appropriate to the range of pupils they are teaching. Most teachers have good management skills and high expectations of behaviour. Where teaching is most effective, teachers target questions at a level appropriate to pupils' attainment and group tasks are well matched to the range of abilities within the class. For example, in a Year 1 lesson,

questioning which directed pupils to look carefully at the large colourful pictures that accompanied the text, motivated them to explore ways they could use language. Other features of good teaching are brisk pace and well structured lessons, which are supported by appropriate resources. The one unsatisfactory lesson observed, presented very little challenge to pupils and failed to involve or motivate many of them. This resulted in insufficient progress being made.

81. The management of the subject is satisfactory. Appropriate in-service training was provided for staff and was shared with the appointed literacy governor. The co-ordinator is supportive and has very good subject knowledge, but has not as yet been able to monitor colleagues' teaching in the classroom. Appropriate assessment strategies are not yet in place to inform planning and track pupils' progress. Reading records are not used effectively in a number of classes to record the range or frequency of reading. The marking of work is inconsistent. Whilst a number of teachers annotate work carefully, and identify ways in which pupils can improve their work, a significant number do not.

82. Resources are adequate and there is a satisfactory quantity of books. However, the quality of some books is poor and they need replacing; particularly the dictionaries in some of the Key Stage 2 classrooms. The quality of displays to support literacy varies between classes. Some displays are informative and stimulating and present pupils' written work attractively.

83. The previous inspection report judged standards to show the same pattern of attainment at Key Stage 1 as found in this inspection. At Key Stage 2 attainment in writing is below that found in the last inspection. However, the implementation of the National Literacy Strategy and the identification of writing development as a priority, is slowly raising standards.

## **MATHEMATICS**

84. Results of 1999 national assessments at the end of Key Stage 1 indicate that the school's standards were well below the national average, and well below the average of other similar schools. At the end of Key Stage 2, standards were below the national average, but broadly in line with other similar schools. An analysis of results over the last four years shows standards have been consistently well below average at the end of Key Stage 1. Although standards at the end of Key Stage 2 have remained below average, standards have risen year-on-year, in line with the national trend.

85. Inspection findings show pupils' attainment has risen sharply, and overall standards at the end of both key stages are now just below national averages. A crucial factor for the rise in standards has been the successful introduction of the National Numeracy Strategy. It has improved teachers' subject knowledge and given a much more effective focus to the development of basic number skills. By the end of Year 2, pupils' attainment in number is average. They have a thorough understanding of place value; use individual 100-squares with confidence and dexterity, and can quickly locate any given number. Pupils use the 100-square to add and subtract accurately by 10. They count forwards and backwards confidently, and add or subtract to 20 mentally. They work to hundreds in written format. Pupils complete block graphs to illustrate the strengths of different magnets, and use the graphs to make comparisons and draw conclusions. A weakness in Year 2 is that, on occasions, there is a lack of challenge for more able pupils. As a consequence, they do not make sufficient progress, nor achieve as well as they ought.

86. At the end of Key Stage 2, standards in number work, observed during the inspection, were average. Pupils accurately add, subtract, multiply and divide numbers to 100, with many correctly carrying out calculations involving numbers to 1000. They have a clear understanding of multiplication tables, and their quick mental recall is often

impressive. Nearly all make a reasonable estimate at an answer, and explain why their guess is sensible, and how they have arrived at the answer. The majority of pupils have a secure understanding of data handling and confidently use the computer to present a large amount of data that they have collected from sales at the fruit tuck shop that older pupils run. However, as in Key Stage 1, in a few lessons, there is a lack of challenge for more able pupils. In other attainment targets of the curriculum, whilst the majority of pupils now work at levels broadly in line with those expected for their age, not enough do so to meet national averages.

87. Overall, pupils make satisfactory progress in both key stages. The school has placed a considerable emphasis on the development of basic number skills in an attempt to raise standards and this has been successful. In all classes, lively mental warm-up sessions give pupils the chance to improve their recall of number facts. Most pupils make good progress in number throughout the school. However, the lack of challenge noted for more able pupils, results in them making insufficient progress at both key stages. Pupils with special educational needs are well supported and make satisfactory progress in relation to prior attainment. They often have numeracy targets in their individual education plans. These are used effectively and monitored on a regular basis.

88. Pupils have positive attitudes to mathematics. They listen attentively to teachers, and most are keen to answer questions. In some lessons, the mental question and answer sessions generate a real sense of excitement and many pupils become totally engrossed. Behaviour is good and the positive relationships between pupils and teachers make a significant contribution to the progress that pupils make.

89. Overall, the quality of teaching is satisfactory, with no significant variations between the key stages. During the inspection, three-quarters of lessons were judged to be satisfactory, whilst the remainder were either good or very good. Discussions with staff suggest that teachers' subject knowledge has been weak and that this has impacted on the level of teachers' confidence with regard to the teaching of mathematics. However, the introduction of the National Numeracy Strategy, allied to the extensive training that teachers have received, has proved a considerable confidence booster. Many teachers now feel much more confident, and the numeracy strategy has given lessons a structure and pace that have clearly had very positive impacts on the attainment of pupils at the end of both key stages.

90. At both key stages, teachers use a common planning format to ensure lessons are well organised, have clear objectives and proceed at a good pace. Teachers have a very good rapport with their pupils and there is a relaxed and purposeful atmosphere, with a positive work ethic. However, alongside these positive aspects, there are weaknesses in both key stages. Although teachers do give pupils useful oral feedback in lessons, the school does not have a formal assessment policy, and, as a result, assessment of pupils' work is not carried out in a consistent manner. Pupils are rarely given a clear understanding of the strengths and weaknesses of their work, nor are they given sufficient guidance on what they need to do to improve.

91. There is satisfactory coverage of the subject, with more emphasis recently on number. There are adequate opportunities for pupils to develop their numeracy skills in other subjects. Especially good use is made of the school's excellent fruit tuck shop, which has led to pupils collecting data and presenting their findings in a range of graphical forms. There is room for problem solving to be more adventurous, giving more able pupils, in particular, opportunities for using their initiative and independence. The subject co-ordinator has worked successfully to implement the numeracy strategy, including some very effective staff development, and is aware of the need to raise teachers' expectations in order to build on the improvements that have taken place since the last inspection.

## SCIENCE

92. Results of end of Key Stage 2 assessments for 1999, showed the proportion of pupils reaching the expected level (Level 4) to be above the national average. Results were close to the national average for the higher level (Level 5). When compared with similar schools, results were well above average.

93. Results of 1999 end of Key Stage 1 National Curriculum teacher assessments showed the proportion of pupils achieving the expected level (Level 2), and higher level (Level 3) to be well below the national average. In comparison with similar schools the proportion of pupils achieving both levels was below the national average. Of the year group assessed, the proportion of pupils with special educational needs was well above the national average. Inspection evidence confirms attainment for pupils currently in Years 2 and 6 is average. Inspection findings and assessment results show no significant gender differences in attainment. Since the last inspection standards have risen as more time has been allocated to the subject. All attainment targets are now covered well, particularly that relating to experimental and investigative science, which contributes greatly to pupils' standards of attainment throughout the school.

94. By the end of Key Stage 1, pupils know and name the parts of a plant and understand what they need to germinate and grow. They appreciate the importance of healthy foods for their bodies and know what makes a healthy diet. Pupils explore and recognise the differences and similarities in materials and sort those that are attracted to magnets and those that are not. They use their mathematical skills effectively to draw block graphs to show which magnets are strongest. By the end of Key Stage 2, good opportunities are provided for pupils to conduct a range of experiments, including those concerning how sound is made, and how far away it can be heard. Pupils plan, predict and carry out their own experiments. Investigations observed during the inspection confirm pupils understanding of what makes a test fair. For example, pupils in Years 5 and 6 ensured a fair test when finding out which materials can reduce noise levels most effectively. Pupils understand there are a great variety of living things, and know that different organisms are found in different habitats. Higher attainers can explain what constitutes a food chain using accurate scientific vocabulary, such as consumer, producer and predator, to describe the process.

95. Pupils have good attitudes to learning. They treat equipment with respect but are not always given sufficient opportunities to express themselves orally to develop their speaking skills. Most pupils behave well and co-operate well in groups which helps to promote their social development. They clearly enjoy practical work and are able to sustain concentration.

96. The quality of teaching is sound at Key Stage 1 and good overall at Key Stage 2. All pupils including those with special educational needs make sound progress in their learning as a result of positive teaching. Teaching is best when purposeful tasks are set with high expectations, brisk pace, confident class management and good subject knowledge. Assessment procedures have not been developed since the previous inspection. There are no agreed systems for assessment and record keeping. It is, therefore, very difficult to identify fully what individual pupils know, understand and can do in science. Teachers lack this important information when planning work which often leads to inappropriate tasks set for individual pupils, particularly higher attainers. Although pupils' work is marked regularly, the quality of teachers' marking is inconsistent and targets to help pupils improve are rarely identified. The school has no recent examples of annotated and levelled work, and this has contributed to the disparity between assessment and test results in the 1999 national statutory assessments. Good opportunities are provided for practical activities which enable all pupils to make appropriate gains in their understanding of scientific facts and skills. However, insufficient opportunities are provided for pupils to take responsibility for their



own learning. Support staff and volunteers provide valuable help, often working closely with less able pupils.

97. The science co-ordinator has introduced a new scheme of work to help teachers plan for the systematic development of pupils' knowledge, skills and understanding as they move through the school. She has identified the need for more resources together with the development of the school grounds to support pupils' learning. Although she currently has no opportunity to monitor teaching and learning throughout the school, this has been identified as an area for development in the school improvement plan. Whilst there are several useful cross-curricular links with literacy, mathematics and geography, insufficient use is made of the potential of information technology to support pupils' learning.

## **ART**

98. Only two art lessons were observable during the period of the inspection. Evidence from scrutiny of work, together with displays throughout the school, confirm that pupils make satisfactory progress as they move through the school. At the end of each key stage, pupils' achievement in art is consistent with expectations for their age.

99. Pupils in the reception class use a range of media to paint, draw and create collage pictures. They mix paint independently and explore and experiment with different colours. They use different types of paper to create pictures and discuss reasons for their choices. Year 2 pupils explore texture and make rubbings of different materials to investigate the patterns they produce. Line drawings completed by a small group of pupils to represent texture in materials were of a high standard. Pupils in Year 1 produce pictures on the theme of shape, in which they successfully use a variety of media.

100. At the beginning of Key Stage 2 pupils work with a range of media to produce pictures of monsters. This is well linked to work in design and technology. Pupils study the features of aboriginal art when studying creation stories. At the end of the key stage detailed observational drawings of musical instruments demonstrate a clear understanding of the different qualities of line and tone in recording images. Pupils use a range of materials to decorate percussion instruments made during design and technology lessons. The whole school participates in the production of displays for a number of large notice boards in the hall. Work displayed celebrates the achievements of the last millennium and reflects all areas of experience in art. Holman Hunt's painting, 'The Light of the World' is presented as a life-sized model and was constructed using a range of materials. Models and drawings of space travel reflect a more independent approach by pupils.

101. Pupils' response to art is good. Their positive attitudes are reflected in pupils' use of media and application of skills. Pupils show pride in their achievements and a high level of co-operation with each other in practical activities.

102. Time devoted to art in the timetable has been reduced during the implementation of the literacy and numeracy strategies. Teachers are to be commended on their integration of many elements of the art curriculum within other areas of learning. An established scheme of work for art provides appropriate guidance for teachers and supports the development of the subject. The limited amount of teaching observed during the inspection was good. The provision of appropriate resources allowed pupils to explore ideas. Good relationships encouraged pupils to evaluate and take pride in their work. Resources are adequate and accessible. However, the kiln cannot be used at present on the grounds of health and safety.

## **DESIGN AND TECHNOLOGY**

103. The school provides for the full range of the design and technology curriculum, and pupils at both key stages reach standards that are at least in line with national expectations.

104. In Key Stage 1, pupils learn design skills by discussing ideas and using drawings to help work them out. They develop a clear idea of the sequence of planning, designing, making and then evaluating their work. There are effective links with science, as when pupils in Year 2 used their knowledge of pneumatics to include winding up mechanisms in their models of a giant caterpillar crane. By the end of the key stage, the majority of pupils are working at the expected level, with a significant minority working beyond this.

105. In Key Stage 2, pupils build effectively on skills learnt earlier. Good links are made with music and science, as when pupils in Years 5 and 6 designed musical instruments that they used to support a musical contribution in the next day's assembly. They use a range of appropriate materials and attempt a variety of joining techniques. Pupils evaluate their models critically and amend their designs sensibly. They use tools and resources confidently.

106. At both key stages the quality of teaching is good. In just over half the lessons observed, the teaching was good, and it was satisfactory in the rest. Lessons are well organised, and resources are used effectively. Teachers have a positive rapport with pupils, and the effective use of open ended questions helps to develop pupils' thinking about how to improve their designs. Lessons end with useful class discussions about the work undertaken, and pupils talk openly about the strengths and weaknesses of their work. Teachers have a good knowledge of the programmes of study, and the emphasis placed on evaluating pupils' work makes a positive contribution to the progress that is made.

107. In all lessons, pupils have positive attitudes to design and technology. They join in discussions with enthusiasm, and support each other well in their activities, sharing resources in a sensible and mature manner. In discussions, pupils show a good understanding of what constitutes an effective design, and they often evaluate their work with a critical eye.

108. In the absence of a permanent subject co-ordinator, the headteacher is acting as temporary subject manager for design and technology. However, teachers make good use of a nationally approved, model scheme of work which supports their planning and ensures the subject is covered in a thorough and sequential manner. There is presently no monitoring of teaching, although the headteacher does monitor teachers' plans and provides feedback. The school has a good range of resources that are used effectively throughout. The school has successfully maintained the quality of work in this subject that was commended in the first report.

## **GEOGRAPHY and HISTORY**

109. Very little geography or history is taught throughout the school during the spring term. During the inspection it was only possible to see one history lesson and no geography lessons. Evidence based on discussion with staff and pupils, review of planning, together with scrutiny of past and present work, including displays, indicates that pupils' performance at both key stages for both subjects is consistent with that expected for pupils of their ages.

110. At Key Stage 1, pupils develop an awareness of the differences between the ways of life now and in the past by comparing old and new toys. Pupils learn about the everyday life of famous people and events such as Guy Fawkes, Grace Darling and the Great Fire of

London. In geography, pupils study the local area of Worle; and identify the main physical features on a map of Africa. Pupils at Key Stage 2 undertake historical enquiries related to the Vikings and Ancient Egyptians, and the effects of these civilizations on the modern world. Good cross-curricular links are established, such as the significance of the River Nile to both the Ancient Egyptians and modern Egypt, by studying the importance of the Aswan Dam on farmland. Pupils successfully apply their understanding of electrical circuits when they devise a quiz with lights that come on when the correct answers are selected. They use their skills of word processing to good effect when writing on aspects of Ancient Egypt.

111. In the one history lesson observed, all pupils including those with special educational needs, showed interest, sustained concentration and behaved well throughout. This had a positive effect on their learning. However, only a minority of pupils had the confidence to answer questions. Pupils' learning is further impeded by restricted opportunities for writing. Whilst schemes of work are now in place to support teachers in their planning, there is no formal assessment of what pupils know and can do in either subject. More resources and artefacts are required to provide greater breadth and challenge particularly for more able and older pupils. There are very few opportunities for outside visits or inviting visitors to give pupils first hand experiences to reinforce their learning. This limits opportunities to learn of the richness of pupils' own culture, both in the past and present.

112. Currently co-ordinators have no opportunity to monitor teaching and learning across the school. The library is not used effectively and insufficient use is made of the potential of information technology to support pupils' learning in geography and history.

## **INFORMATION TECHNOLOGY**

113. The school has successfully addressed the issue of the last inspection, to raise the levels of attainment in information technology at both key stages. Inspection evidence confirms that all pupils, including those with special educational needs, make good progress, and, by the end of both key stages, standards exceed national expectations. Since the last inspection, the school has significantly enhanced its provision for information technology. A new suite of computers enables pupils throughout the school to benefit from weekly sessions. All requirements of the National Curriculum are met.

114. At both key stages, pupils experience keyboard and mouse operated control systems. Across the school, pupils operate tape recorders to listen to pre-recorded stories and music, and to record items themselves. Pupils at Key Stage 1 understand the importance of switches, buttons and keys in operating functions of basic household items. Those at Key Stage 2 appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life. The clarity of their understanding and expertise was demonstrated by a well received multimedia presentation, given by pupils in Years 5 and 6, to the consultative management team of a nearby college of technology, on the subject of current practice and application of information technology in primary schools.

115. Computers are in operation for most of the day, providing pupils with good opportunities to develop their information technology skills. By the end of Year 2, pupils' word processing skills enable them to combine graphics with text. They alter size and position of objects on screen, applying skills well to their clear understanding of programs used. By the end of Year 6 pupils draft, edit, alter size and style of letters to write poems, stories and articles directly to screen. Pupils in Years 5 and 6 were observed compiling high quality pages of information, complete with animation, to enhance the school's award winning website. They successfully link their text handling skills to other subjects, including geography and history. Whilst there is much evidence of pupils sending and receiving e-

mails, the use of the Internet to gain information to support learning is in the early stages of development.

116. In addition to basic numeracy activities, pupils at Key Stage 1 gather and illustrate a range of interesting information in pictogram and bar graph format, before answering questions related to the graphs they produce. At Key Stage 2, pupils in Years 5 and 6 work with a university researching healthy eating. This requires pupils to order and sell a range of fruit at their daily fruit tuck-shop. Pupils record sales on a day-to-day and weekly basis. They use graphs to illustrate trends and preferences. Data handling within spreadsheets is used well to show profit and loss on a weekly basis, compared with purchase costs, and to help determine the quantities needed for each fruit for future sales. However, with the exception of this project, the skills for pupils at Key Stage 2 have yet to be sufficiently applied to mathematics and science. In direct contrast to excellent computer generated presentations in other subjects, pupils frequently write accounts and findings of investigations, and draw graphs and tables of results by hand.

117. Pupils have good opportunities to investigate control technology. At Key Stage 1, pupils use a programmable toy to enter directions for it to follow. Such activities reinforce pupils' understanding of direction, angles and distance, as well as developing skills associated with writing sequenced commands for the toy to follow. At Key Stage 2, pupils operate logo style programs to devise and draw repeat sequences. Pupils were observed successfully devising short programs which they then used to form other shapes. The introduction of programming with variables enabled pupils to add rectangles of differing sizes to form doors, windows and chimneys in house designs.

118. Pupils clearly enjoy information technology activities, and are eager to apply their developing skills. They work sensibly, either by themselves or in pairs. When using such technology, pupils at all stages display awe and wonder when the computer follows their commands. At all times, pupils behave sensibly, treating resources with care.

119. Teaching was judged to be very good or better in half the lessons observed, including one judged as excellent. It was good in the remainder. Teachers' knowledge of the different aspects of information technology is good. Explanations and demonstrations are clear and effective. Praise is used well to encourage and motivate pupils. Classroom organisation and management are good. This results in pupils knowing exactly what to do, where and when.

120. The successful development of information technology, together with the associated improvement in standards, is due to the very effective management of the subject by the headteacher. He provides very effective support and staff development for his colleagues, often working alongside them when pupils are introduced to a new program or skill. In addition to a useful policy and a clear scheme to assist teachers' planning, a subject development plan identifies growth areas. A clear system for assessment of pupils' skills has recently been introduced.

## **MUSIC**

121. By the end of both key stages, pupils' attainment in music is in line with national expectations. All pupils, including those with special educational needs make satisfactory progress. Pupils at both key stages sing clearly, enthusiastically and in tune. Younger children at Key Stage 1 confidently play untuned percussion instruments to accompany the story of 'Goldilocks and the Three Bears'. They appreciate the link between the characters involved and the pitch of the instrument played; from the high sound of bells for Baby Bear to the low beat of the drum for Daddy Bear. Year 1 pupils identify high and low sounds and explore the range of sounds made by percussion instruments. Pupils in Year 2 generate

and copy rhythms using clapping and selected percussion instruments. They form a 'rhythm circle' and pass the rhythm round paying particular attention to duration and tempo.

122. The only music lesson observed at Key Stage 2 was for singing. Pupils participated well and put appropriate actions to songs to maintain correct tempo and rhythm. They successfully performed in unison and in two parts. A group of pupils regularly play recorders in assemblies and often play an accompaniment to the chosen hymn. Pupils in Years 5 and 6 made their own percussion instruments as part of their investigation of sound in science, and several played them in assembly. They participate in the annual 'Worle Music Festival' as choir members and musicians. Pupils would benefit from more opportunities regarding the appraisal of music. Opportunities are missed to identify and reflect on the music that is played as pupils go into assembly.

123. Pupils' attitudes to music are good in both key stages. They enjoy lessons especially when making their own music. They are particularly enthusiastic when working with instruments and exploring the sounds they make.

124. The quality of teaching is satisfactory overall. Teachers have a sound knowledge of the subject and good rapport with pupils. These factors give pupils the confidence to participate fully when singing and playing instruments. Lessons observed showed a good balance between talking, listening and performing. A new music scheme has recently been adopted and this aids the progressive development of skills throughout the school. There are suitable resources to support music teaching and the local authority music advisor visits the school on a regular basis to work with classes in both key stages.

## **PHYSICAL EDUCATION**

125. Evidence from lessons observed, together with discussions with teachers, confirms the subject has maintained its position since the last report in that, pupils make satisfactory progress as they move through the school. At the end of both key stages, pupils' performance is consistent with that for their ages. Pupils with special educational needs play a full part in all activities and make sound progress. Pupils understand the importance of warming up at the start of lessons, and of cooling down at the end. They recognise the need for exercise to maintain healthy bodies.

126. Pupils at Key Stage 1 make good use of space in the hall, and show an awareness of those around them as they move quickly, then slowly in different directions. They run, jump, hop and skip with agility and enthusiasm. Pupils respond well to music. When the hall becomes an area in which to search for 'Tom's Cat' pupils tiptoe with small steps, just like a cat. They stretch high, then reach low to look behind imaginary furniture for the cat. Several demonstrated good facial gestures as they became really involved in their search. In the theme 'Travelling', pupils in Key Stage 2 showed noteworthy movement around the hall. On apparatus, they explored ways of moving along the equipment. Pupils show good control when mounting and dismounting, performing a range of jumps and turns well. They frequently incorporate forward and backward rolls. Several pupils in Years 4 and 5 demonstrate good, extended cartwheel movements. Many pupils showed clear start and finish positions to their sequences.

127. Pupils in Key Stage 2 were observed developing skills associated with football, netball and basketball. They demonstrated sound techniques in football when working in pairs and small groups to practise passing and receiving, whilst stationary and when on the move. Pupils successfully applied their skills when participating in small games situations. When passing large balls by hand, boys and girls alike, showed good technique. When playing netball, pupils demonstrated sound positional awareness, and, when passing and receiving, kept their eyes on the ball, and positioned their hands correctly. All had a clear understanding of the rules imposed on their games, and adhered to them well. Pupils in

Years 3 and 4 benefit from the provision of swimming lessons at a nearby leisure centre. It is reported that by the time they leave the school, nearly all pupils can swim the required 25 metres.

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

129. Teaching was judged to be good in a third of lessons observed. The remainder was satisfactory. Lessons show a clear development of skills and activities. A common strength is the importance placed on drawing attention to pupils' good or praiseworthy attempts. In all lessons observed, teachers had high expectations, both of performance and behaviour. Appropriate emphasis is paid to safety issues, particularly with regard to the movement and use of apparatus. Supportstaff make a positive contribution in their support of pupils who require assistance to develop new skills.

130. Appropriate documentation is in place to support teachers' planning for pupils' systematic progress as they move through the school. The co-ordinator monitors the subject's development by monitoring teachers' planning and through discussion with staff. The subject contributes well to pupils' social and moral development.

## **RELIGIOUS EDUCATION**

131. Provision for religious education is poor throughout the school, and this represents a significant weakness in the school's curriculum as well as a considerable deterioration since the last inspection.

132. Although the school has adopted the locally agreed syllabus for religious education, this document is only used in an informal way to support teachers' planning. There is no scheme of work to indicate to teachers which aspects of the syllabus should be covered in each year group. As a result, there is no way of knowing whether some parts of the syllabus are covered, nor is there any means of ensuring that some parts are not unnecessarily repeated. A significant weakness is that the school makes poor provision for the covering of the minority faiths identified by the agreed syllabus. As a result, standards are below that expected at the end of Key Stage 1 and well below average at the end of Key Stage 2.

133. Pupils in Key Stage 1 learn about stories from the Bible and relate these to moral themes. For example, they listen to the story of Joseph and his brothers and learn about the importance of forgiveness. Through stories about the miracles performed by Jesus, they learn about themes such as courage and friendship. Although teachers do not plan to cover the minority faiths required by the agreed syllabus, informal opportunities to teach pupils about other faiths are taken. For example, Muslim pupils in classes much enjoy the chance to tell other pupils about their visits to the mosque and the importance to them of holy scriptures and festivals.

134. At Key Stage 2, pupils continue to develop their knowledge and understanding of the Christian faith. They learn about festivals such as Christmas and Easter and describe the main features of a church. Pupils in Year 6 recall stories from the Old Testament such as 'David and Goliath', and 'Daniel and the lion's den'. However, a significant section of the agreed syllabus is completely omitted, and pupils have little knowledge of other faiths. An additional problem in Key Stage 2 is the very limited amount of time allocated to the subject. This is well below the minimum time needed to cover the various themes required

by the agreed syllabus. Pupils are not given opportunities to develop their writing skills in religious education.

135. In both key stages, the quality of teaching is unsatisfactory. Planning documents show that teachers have little knowledge of the agreed syllabus, and only limited parts of it are covered at all. Those aspects that cover Christianity are taught satisfactorily, and pupils do develop a sound knowledge of this faith. Even in this aspect, however, some elements, such as developing a knowledge of the church are repeated.

136. Pupils' attitudes to learning are good. At both key stages, the majority of pupils listen well and are keen to answer questions. They do this thoughtfully, and contribute their ideas sensibly to class discussions. When pupils from the Muslim faith talk about their beliefs, pupils listen respectfully and show considerable interest.

137. The weaknesses in provision are due to the lack of leadership of the subject. There is no subject manager, no scheme of work to support teachers' planning and very limited resources. The school does not make use of the locality to provide visits to places of worship, although a visit to Wells Cathedral is planned for later this term. The school does, however, recognise these shortcomings, and the school's improvement plan identifies the need to address the present weaknesses in the subject.