

# INSPECTION REPORT

**BANWELL PRIMARY SCHOOL**

Banwell

Weston-super-Mare

LEA area: North Somerset

Unique reference number: 109090

Headteacher: Mrs Nicola Hargreaves

Reporting inspector: Derek Watts  
22092

Dates of inspection: 17–21 January 2000

Inspection number: 192825

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: County

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: West Street  
Banwell  
Weston-super-Mare  
North Somerset  
Postcode: BS24 6DB.

Telephone number: 01934 822498

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Appropriate authority: Governing Body

Name of chair of governors: Mr Geoff Hebden

Date of previous inspection: 24 – 27 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Derek Watts	Registered inspector	Science, PE, Under fives	Standards Teaching Leadership and management
Glynis Tyrrell	Lay inspector		Attitudes, values and behaviour Parental and community partnerships Pupil care
Margaret Dickinson	Team inspector	English, Art, History, Music, SEN.	Curricular opportunities Assessment
John Wray	Team inspector	Mathematics, IT, RE, Geography, Equal Opportunities	Financial management Staffing, accommodation and resources

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Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Banwell Primary serves the village of Banwell and a few outlying villages. The number on roll at the time of the inspection was 183. The pupils of the school come from a wide range of socio-economic backgrounds.

Children enter the school with a broad range of abilities. Overall, attainment is below average on entry. About a third of pupils have been identified by the school as having special educational needs. Three pupils have statutory statements of special educational needs. The percentage of pupils eligible for free school meals is around 20% and this is line with the national average.

The local education authority of North Somerset is a relatively new unitary authority that was set up in April 1996.

The school was inspected in February 1997. Since then, there have been significant changes to the school's personnel. The present headteacher was appointed in September 1997 and the deputy headteacher in September 1998. There has also been a change to the chair of the governing body.

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

Banwell provides a sound quality education for its pupils. By the end of Key Stage 2, pupils achieve average standards in English and mathematics and above average standards in science. Teaching is very good in reception and good at Key Stage 1. The quality of teaching at Key Stage 2 is inconsistent. Overall, the leadership and management of the school are good. The school provides sound value for money.

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

- Involves parents and the community very well in pupils' learning
- Provides a very good curriculum and teaching for under five's
- Governors are very effective in performing their duties
- Offers a good range of extra curricular activities
- Pupils with special educational needs receive good support and provision throughout the school
- Achieves above average standards in science at Key Stage 2
- There is very good teaching in reception and good teaching in Key Stage 1
- The National Numeracy Strategy has been implemented well

#### **What could be improved**

- The consistency of good teaching at Key Stage 2
- Standards in information technology at both key stages
- The breadth and balance of the curriculum at Key Stage 2 so that all the foundation subjects are given appropriate attention

*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 February 1997. Since the last inspection, the headteacher and school has made the following improvements:

- The teaching, curriculum, and learning resources for the under fives
- Information to parents and parental involvement in pupils learning
- The contribution and effectiveness of the governing body
- National Curriculum test results at Key Stage 2 particularly in science
- The range of extra curricular activities offered

The school has made some progress in information technology since the last inspection, through improving the equipment. However, standards achieved by the pupils are still below those expected nationally. The school has recently invested in an 8-station computer suite, and evidence from the inspection indicates that this improved provision is having a positive effect on standards. Improving information technology was a key issue from the last inspection. The quality of teaching at Key Stage 2 is less consistent than it was and standards in art have declined. Overall, school improvement has been satisfactory since the last inspection.

## 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	D	E	C	B	Well above average A Above average B Average C Below average D Well below average E
Mathematics	D	E	C	B	
Science	C	D	A	A	

The inspection findings are that standards in reading, writing mathematics and science are broadly in line with the national average at the end of Key Stage 1. At Key Stage 2, standards are in line with the national average in English and mathematics. Standards are above the national average in science. The school has set challenging and realistic targets in English and mathematics with the local authority.

In information technology, standards are below those expected nationally at both key stages.

Now that the school has a new computer suite, there is some evidence that standards are improving. In RE, standards are in line with those set out in the locally agreed syllabus at both key stages. Standards in art are below those expected for the pupils' ages at both key stages. Standards in design and technology are below those national expected at the end of Key Stage 2. This is due to pupils limited contact with the subject.

In all other subjects, pupils are achieving the national expected standards at the end of the key stage. However there was no judgement for standards in geography at Key Stage 1 due to lack of evidence. In music, pupils are achieving national expected standards in singing. However, it has not been possible to make judgements about other aspects of music through lack of evidence.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils display positive attitudes to learning. They show interest and are keen to participate in school activities.
Behaviour, in and out of classrooms	Satisfactory overall. Most pupils behave well but there is a significant number of pupils who display unacceptable behaviour in some lessons in Years 3 and 5.
Personal development and relationships	Good. The majority of pupils work and play together well. Relationships between pupils and staff are good.
Attendance	Satisfactory. Attendance is similar to the national average. Pupils arrive promptly for school.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	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.*

44 lessons were seen during the inspection. 91% were satisfactory or better, 7% unsatisfactory and 2% poor. The quality of teaching is inconsistent at Key Stage 2. It is satisfactory overall but varies from very good to poor.

In the main, teachers possess a good knowledge of the subjects they teach and use appropriate methods. The teaching of literacy skills is sound. The teaching of numeracy is good. Lesson planning is a strength of the teaching at Banwell. Plans identify what pupils are to learn and identify an appropriate range of activities that meet the needs of pupils of different abilities. Lessons are generally well organised and structured. Explaining, instructing, demonstrating and questioning are used effectively by teachers to promote learning. In most classes, teachers have established positive relationships with their class. Pupil management is good and this leads to good behaviour.

Where teaching is very good, pupils are challenged and motivated. They behave very well, show high levels of concentration and work at a good pace. Where teaching is unsatisfactory or poor in a minority of lessons, teachers' expectations and levels of challenge are low. Pupil management and control is weak. Pupils demonstrate negative attitudes and behaviour is unsatisfactory. Many pupils are 'off task' and the rate of learning is slow.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for under fives and Key Stage 1. At Key Stage 2 the breadth and balance is less secure. Opportunities in Art, Design Technology and Music are limited in Key Stage 2.. A good range of extra curricular activities is offered.
Provision for pupils with special educational needs	Good throughout the school.
Provision for pupils with English as an additional language	The school has one pupil with English as an additional language. Provision for this pupil is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school has good procedures for ensuring pupils' welfare.

The school is not meeting statutory National Curriculum requirements in information technology.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction for the school. She has established strong and effective partnerships with the deputy headteacher, the governing body and parents.
How well the governors fulfil their responsibilities	The governors are fulfilling all statutory duties extremely well except in information technology. Financial planning and management is very good. The governing body make an effective contribution to the school.
The school's evaluation of its performance	The school has good systems in place to monitor and evaluate its performance. Action leading from evaluations is satisfactory.
The strategic use of resources	The school makes good use of its strategic resources including specific grants. Spending decisions are carefully linked to educational priorities in the school development plan.

## 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 information the school provides</li><li>• The welcoming and friendly atmosphere</li><li>• Parental involvement is actively encouraged</li><li>• The school is bright and cheerful</li><li>• The range of extra curricular activities offered</li><li>• The recently formed single aged classes</li></ul>	<ul style="list-style-type: none"><li>• The limited accommodation particularly the hall and mobile classrooms</li></ul>

The inspection team supports the parents' positive views about the school. The school clearly has the confidence and support of the vast majority of the parents. A minority of parents commented on the inconsistencies in homework and behaviour in Key Stage 2. The inspection team agrees with these views. The limited accommodation in the hall and mobile classrooms limits the range of practical activities. The hall is inadequate for physical education (PE). On the questionnaire, a significant number of parents felt that that the school did not provide an interesting range of activities outside of lessons. This view was not supported at the Parents' Meeting. The inspection team has judged the range of extra curricular activities offered to be good.

## **PART B: COMMENTARY**

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

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

1. In the 1999 national tests at the end of Key Stage 1, results in reading were broadly in line with the national average and are above average in comparison with similar schools. Results in writing were well below the national average and below the average achieved by similar schools. The percentage of pupils reaching the higher level 3 was above average in reading but no pupils attained this level in writing. Over the last four years, results in reading and writing have been below national averages but, over the last two years, standards in reading have improved, whilst writing standards have fluctuated. Girls generally perform better than boys. However, in 1999, eight out of eleven boys were on the special educational needs register. Inspection findings show that, at the end of Key Stage 1, standards are better than the test results and are in line with the expectations for their age in speaking and listening, reading and writing. Pupils are benefiting from a well-organised and systematic approach to the teaching of reading and writing and careful attention to pupils' individual weaknesses. There are also fewer pupils with special educational needs in the current Year 2 than there have been in previous years. In mathematics at Key Stage 1 the national test results were well below national averages for level 2 and above for level 3. The results also indicated that the boys achieved levels well below the national average. The results are not reflected in the inspection findings for the current Year 2 cohort. There are no longer a significant number of pupils with special educational needs, which was the case in previous years. In science, the 1999 Key Stage 1 statutory teacher assessments, the percentage of pupils reaching the national expected standard of Level 2 or above was broadly in line with the national average. The percentage of pupils attaining the higher Level 3 was also broadly in line with the national average.
2. In the 1999 National Curriculum tests at the end of Key Stage 2, pupils' results in English were close to the national average and above average when compared to those of similar schools. The percentage of pupils achieving the higher level 5 is also close to the national average. These are good results, considering half of the pupils in the year group were on the register of special educational needs. Taking the last four years together, results are below average overall but the overall trend is one of improvement. In mathematics at Key Stage 2, the percentage of pupils attaining level 4 was close to the national average. The percentage of pupils achieving the higher level 5 was above average. In comparison with similar schools the overall results are above the national average, whilst trends over time are broadly in line with those expected nationally. The inspection findings indicate that standards are in line with national expectations at both key stages. In science, the 1999 Key Stage 2 National Curriculum tests show that the percentage of pupils reaching the nationally expected standard of Level 4 or above was well above the national average. The percentage of pupils attaining the higher Level 5 was also well above average. When compared with similar schools, the standards are also well above average. Since the last inspection, the National Curriculum results in science have shown considerable improvement. From lesson observations, discussions with pupils and the study of pupils' work, the inspection findings are that standards in science are broadly average at the end of Key Stage 1 and above average at the end of Key Stage 2.
3. In consultation with the local education authority, the school has set challenging and

realistic targets in English and mathematics. The school is making sound progress towards these targets.

4. Standards in information technology are currently below those expected nationally at both key stages. This is similar to the previous inspection findings. Evidence from the inspection shows that standards are beginning to rise rapidly because of the recent introduction of a computer suite.
5. At the end of both key stages, standards in religious education are in line with those expected in the locally agreed syllabus.
6. In history and physical education, pupils at both key stages are achieving the standards expected for their ages. Pupils at the end of Key Stage 2 are reaching expected standards in geography. The inspection team were unable to make a judgement about standards in geography at Key Stage 1 due to lack of evidence.
7. Standards in art are below those expected nationally at both key stages. This is because pupils have limited opportunities and experience. Standards in art have declined since the last inspection when art was identified as a strength. In music, only singing was observed. Pupils' are achieving expected standards in singing at both key stages but it is not possible to make judgements about other aspects of music but pupils experience of composing and performing is limited.
8. Pupils with special educational needs make good progress overall, particularly in numeracy and literacy. Two reasons for this are the regular monitoring of pupils' progress by the special needs co-ordinators, teachers and teaching assistants and the fact that clear targets are set for each child. When working individually or in small groups with teaching assistants, pupils work hard and often benefit considerably from activities that are well structured and tailored to their particular needs. More able pupils generally make good progress because work is well matched to the abilities and needs of the pupils. This is not the case where teaching is less than satisfactory in some lessons in Key Stage 2.
9. In reception, most children are achieving the nationally expected standards in the areas of learning. They are well prepared for their National Curriculum studies.

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

10. Most pupils display good attitudes to learning in lessons. They are keen to ask and answer questions and concentrate well. This is especially true in lessons where teaching is good or very good and pupils' interest is captured from the beginning of the lessons. Attitudes to work are less positive during those lessons where teachers' management and control of pupils is less than satisfactory. Pupils generally move around school purposefully and are eager to discuss their work and other activities with visitors. Pupils participate well in the activities the school provides.
11. Most pupils behave well in lessons and are polite to each other and to adults. There are, however, some incidents of poor behaviour in Years 3 and 5 where teachers' control is less than satisfactory. This adversely affects learning for pupils in those classes. Behaviour around school is usually good. Most pupils respect the school's 'Golden Rules' and behave sensibly in the corridors and in assemblies. Behaviour in the playground is generally good although during the winter there is restricted space for ball games. Quiet areas are popular and promote calm and sensible behaviour.

The vast majority of parents who attended the pre-inspection meeting or returned the questionnaire felt that the school achieves acceptable standards of behaviour. The rate of exclusion is low with one fixed exclusion during the last year.

12. Relationships within the school are good. The majority of pupils work and play well together and relate well to both teaching and non-teaching staff. Pupils treat each other with respect and several examples of pupils displaying caring attitudes towards others were observed. As they progress through the school pupils learn to listen and respond positively to other people's views. Pupils elected to the School Council display a responsible attitude to their role and feel that the Council provides a useful tool for pupils across the school to express their ideas and any concerns. Pupils' personal development is good.
13. Attendance is broadly in line with national averages; pupils mainly arrive on time and there is a prompt start to the school day. Attendance figures are similar to the last inspection. Punctuality has improved. Registers are completed regularly and returned to the school office for efficient monitoring.

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

14. 44 lessons or part lessons were seen during the inspection. 18% were very good, 34% good, 39% satisfactory, 7% unsatisfactory and 2% poor. The quality of teaching is very good in reception and good at Key Stage 1. At Key Stage 2, teaching quality is inconsistent. While it is satisfactory overall, it varies from poor to very good. 16.5% of lessons at Key Stage 2 were less than satisfactory and this is a significant weakness. Most of the less than satisfactory teaching occurred in Year 3. Where teaching is good or very good pupils are motivated, challenged and make good or very good progress in the acquisition of new knowledge and skills. Where teaching is unsatisfactory and poor, pupils demonstrate negative attitudes, behaviour deteriorates and the rate of learning is slow.
15. At Key Stage 1, the quality of teaching is good in English, mathematics, science, history and physical education. The teaching of RE is satisfactory. In Key Stage 2, the quality of teaching is good in mathematics and science. It is satisfactory in English, science, history, PE and RE. Due to lack of evidence, it has not been possible to make clear judgements about teaching in IT, art, design and technology, geography and music.
16. In the main, teachers possess good knowledge and understanding of the subjects they teach. They present the subject using appropriate methods. The teaching of literacy skills is sound and teachers have implemented the National Numeracy Strategy well. Lesson planning is a strength in the teaching at Banwell. Plans identify what pupils are to learn and identify an appropriate range of activities, which meet the needs of pupils of different abilities. In unsatisfactory and poor lessons, planning fails to take account of the ability range within the class. Most teachers challenge and inspire their pupils and have high expectations of them in terms of work and behaviour. Low expectations and low levels of challenge is a feature of the poor and unsatisfactory teaching.
17. Lessons are generally well organised and structured and teachers use an appropriate range of methods to promote pupil learning. Explaining, instructing, demonstrating and questioning are used effectively.

18. In most classes teachers have established constructive and positive relationships with their class. The pupils are managed well and this leads to high standards of behaviour. Less than satisfactory pupil management gives rise to inappropriate behaviour. Time is used productively and support staff and learning resources are used well. Information technology is used occasionally to support learning in English and mathematics, however the use of IT to support learning in other subjects is under developed.
19. Day to day assessment of pupils' work and progress is sound overall. In the best practice, assessment is used to alter planning and pupils' learning. In the main the quality of marking is good. Teachers mark pupils' work regularly and include constructive comments. They indicate why a piece of work is good and how pupils can improve. However, there are inconsistencies in marking in Years 3 and 5. Here the marking is not as thorough and there are examples of unacceptable presentation unchecked and ordinary work receiving undue praise. The school has a good homework policy. Most teachers use homework well to reinforce and extend what is learned at school. In Key Stage 2, homework procedures are not always consistent with policy.
20. In the very best lessons, teachers shared the learning objectives with the class. They inspired and challenged pupils. Expectations of work and behaviour were high. Skilful explaining deepened pupils' knowledge and understanding. Skilful questioning checked pupils understanding and encouraged them to think. Outstanding relationships and pupil management lead to high standards of behaviour. Pupils were given regular feedback on their performance. Time was maximised for learning and the lessons maintained a brisk pace.
21. Where teaching is unsatisfactory and poor, in a minority of lessons, expectations of work and behaviour were too low. Pupils were poorly managed and this led to negative attitudes and unacceptable behaviour. The pace of the lesson and rate of learning was slow.
22. The teaching of pupils with special educational needs is generally good, particularly when teaching assistants work closely with teachers to promote their understanding and encourage them to persevere. Pupils on the upper stages of the Code of Practice are withdrawn for individual or small group activities when appropriate; these are effective and are well matched to the targets on pupils' individual education plans.
23. Overall the quality of learning is very good for the under fives and satisfactory at Key Stage 1 and 2.
24. Since the last inspection, the school has increased the percentage of very good lessons, and reduced the percentage of lessons that are less than satisfactory. There have been improvements in teaching at Reception and in Key Stage 1. However, the quality of teaching is less consistent at Key Stage 2 than it was.

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

25. The curriculum for children under five is very good and is based appropriately on the specified areas of learning for children of this age. It is carefully planned and this ensures that the youngest children in school have full access to a wide range of

suitable experiences. This has a marked impact upon their achievement during their first year in school. Children are very well prepared for their National curriculum studies. This area of the school has improved considerably since the last inspection.

26. In Key Stage 1, pupils have a broad and balanced curriculum, which fulfils the statutory requirements for all National Curriculum subjects and the requirements of the Locally Agreed Syllabus for religious education. In Key Stage 2, pupils do not experience a sufficiently broad and balanced curriculum and this is a significant weakness. Provision for religious education is satisfactory. The school does not fully meet the statutory requirements for information technology (IT). Pupils are at present given insufficient opportunities in the areas of modelling, control and monitoring. Furthermore, pupils have limited opportunities in art, design and technology and music. In art, pupils do not experience a sufficient range of media or techniques, or enough opportunities to respond to the work of artists. The time devoted to design and technology is insufficient and this has an adverse effect on standards and pupils' rate of learning. In music there are insufficient opportunities for pupils to appraise and compose music. Provision for health, drugs and sex education is satisfactory.
27. There is a good range of lunchtime and after-school extra-curricular activities, which are well attended. The school enriches the curriculum by arranging for a number of visitors to come into school as well as organising visits to places such as Bath and Bristol to support pupils' learning. The range of extra curricular activities has improved in recent years.
28. All pupils have equal access to the curriculum. However, during the inspection, a significant number of pupils did not participate in a Year 6 physical education lesson.
29. The curriculum for pupils with special educational needs is good. Teachers' plans indicate how tasks are modified to meet pupils' individual needs, particularly in English, mathematics and science. Pupils receive good support from teachers and, in particular, the teaching assistants and planned activities take account of the targets in pupils' individual education plans. The school has one pupil with English as an additional language. Provision for this pupil is good.
30. The school's strategy for teaching literacy is satisfactory. There is a suitable emphasis on literacy during literacy hour sessions but other subjects of the curriculum do not make sufficient contribution to developing pupils' skills in Key Stage 2. The school's strategy for teaching numeracy is good. The framework has been successfully introduced and well co-ordinated.
31. The school benefits a great deal from its close links with the local community. There is a good relationship with several local churches and local businesses have contributed to school projects. Pupils take part in local festivals and participate in sporting and musical events. Visitors to school include representatives of the local police, musicians and theatre groups. The school works closely with other schools within the local cluster and a close relationship with the playgroup sharing the school site proves beneficial to the youngest pupils. Links with the wider community are less developed, but the recent connection to the Internet should provide opportunities for pupils to make contact with others around the world.
32. The school makes good provision for pupils' moral and social development, whilst



that for spiritual and cultural development is satisfactory. Overall, the provision for personal development is good.

33. Some opportunities to develop pupils' spiritual awareness were observed during the inspection, for example during a history lesson about the life and work of Florence Nightingale. The school has a well-planned programme of assemblies. Assemblies provide opportunities for prayer and reflection and are sometimes conducted by members of the local clergy. All assemblies seen complied with statutory requirements. Pupils learn the values and beliefs of the Christian faith in religious education lessons and have opportunities to learn about other faiths as part of the agreed syllabus. Completion of the 'sensory' garden should provide further opportunities for peaceful thought and reflection.
34. The provision for pupils' moral development is embedded in clear rules for behaviour, which are understood by pupils and supported by parents and governors. Pupils are encouraged to be polite and friendly and to distinguish right from wrong. Rewards for personal achievement are effectively used to promote learning and good behaviour. Only where pupil management is unsatisfactory in some lessons in Years 3 and 5 does behaviour deteriorate. Circle Time and PSHME lessons provide occasions for pupils to explore relevant moral issues, for example in a Year 6 lesson where methods to cope with the problems of peer pressure were effectively discussed.
35. The school provides opportunities for the successful development of pupils' social skills, including a system of 'Playtime Friends', where specific pupils are identified as someone for less confident pupils to approach if they feel in need of a companion. A School Council and house system allow pupils to take responsibility and make a contribution to their understanding of citizenship, and pupils were involved in the recent formation of a home/school agreement. Older pupils are able to participate in a residential trip, which contributes to their ability to mature confidently and to develop their collaborative skills.
36. The school provides some opportunities for pupils to appreciate cultural activities, particularly through the skills of local residents, and by offering a good range of extra-curricular activities. However teaching about the diversity and richness of wider cultures is at present under-developed. There have been visits by theatre groups and musicians, but contributions to cultural development within subjects such as art and music are very limited. There are few examples of multi-cultural books in the library or other artefacts relating to world religions.

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

37. The school provides good personal support and guidance for its pupils and the vast majority of parents feel that their children are happy at school. Staff know individual pupils and their family backgrounds well and pupils are happy to approach both teaching and non-teaching staff with confidence that personal problems or concerns will be dealt with sensitively. The school works especially hard to enable pupils from the local Royal Air Force base to feel welcome and settle in quickly. Most of the youngest pupils have attended the on-site playgroup and this helps to ease their move into full time education. Year 6 pupils have opportunities to visit the most popular local secondary school during the summer term, and the school does its best to ensure that these pupils experience a smooth transfer.

38. The school has a good range of systems in place to assess pupils' learning and monitor their progress as they move through the school. For example, pupils' test results are tracked from when they enter reception until they take the national tests at the end of Key Stage 2. In addition, the school uses a series of standardised tests to monitor aspects such as reading. Ongoing assessments are used well by teachers to set targets for each pupil in reading, writing and mathematics and these are used effectively by teachers and in some cases pupils. In Key Stage 1, teachers monitor pupils' progress carefully, for example their knowledge of common words or ability to form letters correctly. Reading records are efficiently kept. In Key Stage 2, teachers vary in the extent to which they check pupils' reading. In some classes, pupils' reading diaries give a clear picture of their reading habits; in others, they are not filled in regularly and teachers do not monitor the number or range of books they read. Pupils' portfolios contain a good range of work to build up a picture of each pupil's learning over time. Medium-term plans do not always highlight when and how pupils' learning will be assessed for each subject.
39. As children enter the school, baseline assessments are carried out effectively. Assessments are used well to group children and guide planning.
40. The arrangements for assessing and monitoring pupils with special educational needs are good. The Headteacher and co-ordinators meet regularly with teachers to review each child's progress. Pupils' records are kept efficiently and their support programmes, targets and overall progress are carefully recorded. A particular strength is the system whereby teaching assistants work closely with teachers and record pupils' day to day progress.
41. The school takes a responsible attitude to matters of health and safety. There are regular fire drills and emergency equipment is tested and maintained regularly. Accident books are completed regularly and there are regular risk assessment tours to determine any particular hazards. The school site is clean and tidy and school buildings and grounds are efficiently maintained.
42. The headteacher is the designated person with responsibility for child protection issues and other staff are kept aware of correct procedures through staff meetings and a staff handbook. The headteacher works closely with the appropriate outside agencies to ensure the efficient handling of this sensitive area.
43. The school works hard to promote high levels of attendance. The prospectus includes a statement which emphasises the importance of regular attendance and attempts to discourage parents from taking their children out of school for family holidays during term-time. Attendance registers are marked regularly and correctly by class teachers, apart from some discrepancies regarding the entering of those family holidays that extend beyond the statutory time authorised by the school. There are very efficient procedures in place to monitor punctuality.
44. The school's procedures to promote high standards of behaviour and eliminate harassment and bullying are generally effective. Only where pupil management is less than satisfactory in a minority of lessons at Key Stage 2 does behaviour deteriorate. Systems are consistent across the school and pupils are very aware of school rules. Parents feel that the school helps to promote mature and responsible attitudes in their children.

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

45. The vast majority of parents are very supportive of the school and are extremely satisfied with the quality of education provided for their children. Most views expressed at the pre-inspection meeting and on completed questionnaires were very positive. However, on the questionnaire, a significant number of parents felt that the school did not provide an interesting range of activities outside of lessons. This view point was not expressed by the parents at the Parents' Meeting prior to the inspection. The inspection team has judged the range of extra curricular activities offered to be good
46. Parents feel well informed about general school events and in particular about their children's progress. There is a detailed prospectus, very frequent newsletters and numerous other letters about day-to-day events at the school, and parents' views were taken into consideration during the drawing up of a home/school agreement. Parents are generally happy with levels of homework and are extremely pleased with annual written reports, particularly in that they feel that they are personally relevant to their children. Several parents commented at the Parents' Meeting that the quality of annual reports had improved considerably of late. Reports contain assessments of pupils' personal and social development and pupils and parents are given opportunities to add their own comments. However, although reports do contain clear information about work covered, and some suggestions for future improvement, there is insufficient detail regarding progress in relation to National Curriculum levels achieved. There are suitable meetings for parents to follow up any concerns raised in written reports, and parents are also very appreciative of the general 'open-door' policy which makes them happy to approach staff informally. Overall, the quality of information provided to parents is good.
47. There are good levels of parental help in the classroom and for other school activities, and parents have also helped to refurbish a classroom. The recent introduction of lending libraries for literacy and numeracy games provides a useful method of enabling parents to be involved in their children's learning. The active parent teachers' association works hard to organise social events that might appeal to the majority of parents and raise valuable funds for the school. The school has worked hard since the last inspection to encourage all parents to take an active role in school life and this has resulted in a closer relationship with a larger number of parents. The school has established very good links with parents and this is having an extremely positive impact on the work of the school.

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

48. The headteacher has vision and provides a clear educational direction for the school. She has established strong and effective partnerships with her deputy headteacher, the governing body and parents. The partnership between the head and deputy is a strength. The effectiveness of subject co-ordinators is inconsistent. Co-ordinators of Key Stage 1, mathematics and science provide effective leadership, and this has a positive effect on standards and the quality of education provided. Leadership is unsatisfactory in art and music and this results in lower standards and a limited range of opportunities provided. In these subjects the leadership role is underdeveloped. There are good communication systems within the school and this helps to ensure the smooth operation of the organisation. Overall, the leadership and management of the school are good.

49. The governing body fulfils its statutory duties very well, although the school is not complying fully with requirements for information technology and has a good understanding of the school's strengths and weaknesses. The governors make a positive and significant contribution to the direction of the school. Since the last inspection, the role of the governors has improved considerably.
50. The school has good systems in place to monitor and evaluate its performance. Classroom observations have been carried out, pupils work is examined and National Curriculum test results and curriculum plans (schemes of work) are analysed. While this has led to improvements in teaching in reception and Key Stage 1, marking and curriculum planning, the school has yet to achieve improvements in the curriculum balance and consistency of teaching at Key Stage 2.
51. The school has selected appropriate priorities for development. School development planning is good. Governors and staff are appropriately involved in its formulation. Parents' views are also sought. The headteacher has developed good teamwork among the staff by establishing shared aims and a commitment to improvement. The induction of new staff into the school is good.
52. Financial control and management are very good. The day to day financial management is very good and the recent auditor's report found no weaknesses in procedures. The headteacher, administrative assistant and governing body have clear and effective arrangements to monitor the spending. The school development plan reflects the educational priorities and the governors have done some 'benchmarking' by seeing how their spending compares with similar schools. This is good practice. In recent years they have had to make some difficult decisions relating to teacher employment and have always endeavoured to maintain relatively small class sizes. They feel this is a priority.
53. The governing body fulfils its statutory responsibilities for pupils with special educational needs. There is a good policy, which is consistently implemented. The special needs co-ordinator and assistant co-ordinator are effective and support teachers and teaching assistants well. Spending on special educational needs is used very efficiently for the pupils' benefit and results in these pupils making good progress. Other funds are also used well and the funds raised by parents are greatly appreciated to support pupils learning.
54. Taking into account the levels of spending allocated to the school, the standards achieved by the pupils, the quality of teaching and the overall quality of education provided, the school provides sound value for money.
55. The school has sufficient appropriately qualified and experienced teachers to deliver the school's curriculum. The staffing ratio is similar to that at the last inspection. The level of educational support staff is well below national levels. However, support staff have good expertise and make a positive contribution to the pupils' learning. The pupils are also well supported by parents who help the teachers in a wide variety of ways.
56. The accommodation does place restraints on the full delivery of the curriculum as emphasised in the previous report. Many of the classrooms are small and do not allow for the full range of practical activities to take place, without restrictions being placed upon the pupils. The hall is too small for all the pupils to undertake the full

range of gymnastic skills at the same time. The playground is of sufficient size but because it is on a sloping site makes running difficult, with the consequence that pupils often fall and have minor scrapes. The staff are aware of the site restrictions and do their best to cope with the school's accommodation. There has been an improvement in the environment, with the ongoing 'Millennium Garden Project' making a positive contribution to the school grounds. Bright and attractive displays, particularly in the main corridor, help create a positive learning environment.

57. The school's resources are generally sufficient. They are good for mathematics and are used well to support the National Numeracy Strategy. Resources for art, design technology are not sufficient and this is having an adverse effect on standards and the quality of provision in these subjects. Learning resources for Information Technology are generally good but there are deficiencies in the areas of control and modelling.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve the school further, the headteacher, staff and governing body should:

(1) Improve the consistency of good teaching in Key Stage 2 by:

- Ensuring planning takes account of the ability range within the class
- Raising expectations, levels of challenge and the pace of lessons
- Improving the management of pupils
- Ensuring marking does not give undue praise

(Paragraphs:16, 19, 21)

(2) \* Raise standards in IT in both key stages by:

- Ensuring that all elements of the National Curriculum Programmes of Study are effectively taught.
- Using IT more consistently to support learning in other subjects
- Raising teachers' confidence

(Paragraphs: 18, 26, 107-113)

(3) Improve the breadth and balance of the curriculum at Key Stage 2 so that pupils receive wider and appropriate opportunities in the foundation subjects, by:

- Updating the scheme of work in art and improving learning resources
- Improving planning in design and technology by fully implementing the scheme of work and improving resources for the subject
- Broadening the music curriculum to ensure that pupils have opportunities to compose their own music, and implementing the new scheme of work

(Paragraphs: 26, 94, 97-99, 115)

The following paragraphs mention other minor weaknesses, not included in issues for action, but should be considered by the school:

- Paragraph 30 - literacy across the curriculum
- Paragraph 46- reports
- \* Paragraph 74 -writing
- Paragraph 106 - history

\* These areas have already been identified by the school for improvement

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	51

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	18%	34%	39%	7%	2%	

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>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	183
Number of full-time pupils eligible for free school meals	0	38

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		61

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<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	19
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.7

#### Unauthorised absence

	%
School data	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	9	16	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	3
	Girls	15	15	15
	Total	17	17	18
Percentage of pupils at NC level 2 or above	School	68	68	72
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	3	7
	Girls	15	15	16
	Total	17	18	23
Percentage of pupils at NC level 2 or above	School	68	72	92
	National	82	86	87

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	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	15
	Girls	11	9	13
	Total	21	21	28
Percentage of pupils at NC level 4 or above	School	70	70	93
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	10	9	13
	Total	21	22	27
Percentage of pupils at NC level 4 or above	School	70	73	90
	National	68	69	70

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



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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	183
Any other minority ethnic group	

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

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

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

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	22.3
Average class size	26.1

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

Total number of education support staff	2
Total aggregate hours worked per week	38

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

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

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

### ***Financial information***

Financial year	98-99
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	£
Total income	312484
Total expenditure	310819
Expenditure per pupil	1737
Balance brought forward from previous year	18273
Balance carried forward to next year	19938

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

183

Number of questionnaires returned

51

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly Disagree	Don't know
My child likes school.	57	41	2	0	0
My child is making good progress in school.	41	47	10	0	2
Behaviour in the school is good.	31	61	6	0	2
My child gets the right amount of work to do at home.	37	53	4	4	2
The teaching is good.	47	47	2	0	4
I am kept well informed about how my child is getting on.	41	47	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	10	0	0
The school expects my child to work hard and achieve his or her best.	55	43	2	0	0
The school works closely with parents.	45	47	8	0	0
The school is well led and managed.	51	35	12	0	2
The school is helping my child become mature and responsible.	43	51	4	2	0
The school provides an interesting range of activities outside lessons.	26	42	18	0	14

## **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**

59. Children enter reception at the beginning of the school year in which their fifth birthday falls. Many of the children attend the nearby play group before they join the school.

#### **Personal and social development**

60. Most of the children are achieving the national standards in personal and social development. Many of the children are confident and have established positive relationships with other children and their teacher. Children work well in pairs and groups. They share equipment and take turns when using the computer, using PE apparatus and other learning resources. Most children have good levels of concentration and are eager to explore new learning. A number of children show considerable independence and responsibility when selecting learning resources for their tasks. Children are taught personal and social skills very well.

#### **Language and literacy**

61. Children enter reception with a broad range of language and literacy skills. Due to effective teaching, most children achieve the expected national standards by the age of five. Children listen attentively to their teacher and to other children. Some talk well about the story they have read with their teacher. They talk about the main characters. Some children talk willingly about their toys and the models they have made. With a significant number of children, vocabulary is not well developed. The teacher provides ample opportunities for all children to develop speaking and listening skills. Children enjoy books. Most understand how a book is organised. They know that pictures and words carry meaning. Children are beginning to recognise familiar words. Higher attaining children recognise a number of words from simple texts. They use knowledge of letter sounds. Less able children show little knowledge and understanding of letters or words but are given appropriate support and tasks to assist their learning. Children design and produce their own book covers. They write their names and other key words. Letter shape and orientation are developing well. The quality of teaching in language and literacy is good.

#### **Mathematics**

62. The majority of children are reaching the national expected standards in mathematics. Children can add and take away when solving number problems up to 10. A minority of children can use much higher numbers. Other children use computer programs and games to develop their recognition of number and counting skills. The quality of teaching in this area of learning is very good.

#### **Knowledge and understanding of the world**

63. Most of the children are meeting the national expected standards in this area of learning. Children explore different materials. They know that objects and toys are often made of plastic, metal or wood. They use construction kits to build model vehicles. Children know that vehicles have different number of wheels. Some

children drew accurate plans of their models. Children gain knowledge and understanding of how toys work by exploring the mechanisms. Children use the computer and tape recorder competently to assist their learning in language and number. Mouse skills are developing well. The quality of teaching is very good.

### **Physical Development**

64. In physical development, most children achieve the national expected standards with a considerable number achieving beyond. Most children are able to partly dress and undress. They practise travel and balancing on the floor and simple apparatus. The children practise alone or in pairs to improve their performance. Most demonstrate good control and co-ordination. They are beginning to show good spatial awareness. They move with confidence and in safety. The teaching of physical development is very good.

### **Creative Development**

65. The majority of children are achieving the national expected standards in this area of learning. A number of children operate creatively when travelling or balancing on the floor or apparatus in PE activities. A range of imaginative balances were seen. Children explore the use of colour imaginatively when painting. Children sing songs with confidence and enjoyment. The teaching of creative development is good.
66. The quality of teaching is frequently very good and this has a positive impact on the children's learning. The quality of teaching of the under five has improved significantly since the last inspection. The teacher has a very good knowledge and understanding of the curriculum and teaching methods for under fives. Lesson planning identifies what children are to learn and a well-structured range of interesting activities that meet the needs of children of differing abilities. Relationships between the children and teacher are outstanding. This helps to create a secure, positive and productive climate for learning. Skilful explaining and questioning promotes children's learning and ensures that they are appropriately challenged. The selection and deployment of learning resources is good. Classroom support is used well. Children are given responsibility and encouraged to reflect on their learning.
67. The curriculum for the under five is very well planned. It covers the recommended areas of learning. As children enter the school, baseline assessments are carried out effectively. Assessments are used well to group children and guide planning. The accommodation is appropriate and there is a good range of learning resources. Since the last inspection, the school has made considerable improvements in this area of the school. Curriculum planning, accommodation and learning resources now meet the needs of under fives very well.

### **ENGLISH**

68. In the 1999 national tests at the end of Key Stage 1, results in reading were broadly in line with the national average were above average in comparison with similar schools. Results in writing are well below the national average and below the average attained by similar schools. The percentage of pupils reaching the higher level 3 was above average in reading but no pupils attained this level in writing. Over the last four years, results in reading and writing have been below national averages

but, over the last two years, standards in reading have improved, whilst writing standards have fluctuated. Girls generally perform better than boys. However, in 1999, eight out of eleven boys were on the special educational needs register.

69. In the 1999 tests at the end of Key Stage 2, pupils' results were close to the national average and above average when compared to those of similar schools. The percentage of pupils achieving the higher level 5 was also close to the national average. These are good results, considering half of the pupils in the year group were on the register of special educational needs. Taking the last four years together, results were below average overall but the overall trend is one of improvement.
70. Inspection findings show that, at the end of Key Stage 1, standards are better than the test results and are average for the pupils' age in speaking and listening, reading and writing. Pupils are benefiting from a well-organised and systematic approach to the teaching of reading and writing and careful attention to pupils' individual weaknesses. There are also fewer pupils with special educational needs in the current Year 2 than there have been in previous years. Standards at the end of Key Stage 2 are average for pupils of this age in all aspects of English.
71. In the majority of classes, pupils have plenty of opportunity to develop their speaking and listening skills. By the end of Key Stage 1, most are confident to share their ideas and many answer questions using full sentences. Higher attaining pupils speak more fluently and at more length. By Year 6, most pupils express themselves clearly and can sustain conversations well. They clearly enjoy conversing with other pupils and with adults and many use interesting vocabulary.
72. By the end of Key Stage 1, many pupils read their books well. They enjoy books and talk readily about the story and what they think might happen next. They know a range of common words and use various strategies for attempting unfamiliar words, for example by sounding out letters or looking for familiar patterns. High attaining pupils read with expression, paying attention to punctuation such as speech marks and altering their voices accordingly. They talk about familiar authors and read non-fiction books as well as fiction. By the end of Key Stage 2, most pupils are confident and fluent readers. Many are familiar with a range of authors and are confident to talk about their favourite books and explain why they particularly like them. Pupils use reference books to retrieve information and research topics. They understand how to use a contents and index page and why they might need to refer to a glossary. Some higher attaining pupils are avid readers and have clear opinions about reading. One Year 6 pupil stated, "I don't like seeing the film before I read a book." Another pupil, in Year 4, reflected on the effectiveness of a passage of text and said, "It had more 'edge' on it than the previous part of the story."
73. By Year 2, most pupils usually spell commonly used words correctly and use their knowledge of sounds to attempt harder words. Pupils are beginning to use full stops and capital letters and higher attaining pupils use punctuation more consistently to organise their writing. The majority of pupils form their letters correctly and some are developing joined script. Pupils use their writing skills to record information in a variety of ways: they write labels for diagrams, instructions for making a cup of tea and record experiments in science.
74. At the end of Key Stage 2, pupils' spelling is generally accurate but, when writing independently, many pupils do not take enough care with punctuation and handwriting and are so not routinely checking their work for careless errors. Pupils edit and revise their work on occasions and produce some more extended pieces of

work. They are familiar with different styles of writing, for example, newspaper reports, formal letters, or writing stories from imagination. Most organise their ideas well and structure their sentences appropriately. Nevertheless, they often choose simply-constructed sentences and few use more complex sentence structure and imaginative vocabulary to enliven their writing.

75. Overall, pupils' rate of learning is satisfactory in both key stages. In Key Stage 1, pupils steadily develop their reading, spelling, punctuation and handwriting skills through a broad range of experiences. In Key Stage 2; pupils' achievements are more uneven. Their progress in writing dips in Years 3 and 5 and improves considerably in Years 4 and 6. The main reason for this is that not all teachers in this key stage have sufficiently high expectations of how hard pupils will work, and the quantity and quality of writing they will produce. For example, some pupils in Year 3 have completed less than ten pages in their writing books since the beginning of the year, whilst some in Year 4 have completed over forty. In another case, a higher attaining pupil in Year 5 wrote a fluent and interesting piece of extended writing for one teacher and a week later produced a mediocre and unfinished piece of work for another, which was marked "brilliant".. Pupils with special educational needs make good progress overall. They benefit from tasks that are adapted for them and from additional support from teaching assistants
76. In almost all classes, pupils have positive attitudes to English. They are keen to answer questions and discuss ideas and they work well when set tasks, often showing a good degree of independence. Pupils relate well to one another and are polite. Pupils' attitudes are unsatisfactory in Year 3 and many cannot sustain their concentration when listening or undertaking written work. Higher up Key Stage 2, some pupils do not take sufficient care when writing and their presentation is often untidy.
77. The quality of teaching is good overall in Key Stage 1 and sometimes very good. It is satisfactory overall in Key Stage 2; but varies from good to unsatisfactory. In the most effective lessons, activities are carefully planned and structured. Teachers prepare different work to suit varying abilities of pupils and this enables those with special educational needs and higher attaining pupils to produce good work. Teachers establish a highly purposeful learning atmosphere and use skilful questioning techniques to expand pupils' thinking and learning and encourage their speaking and listening skills. For example, in a Year 6 lesson, a teacher pushed pupils to improve their choice of vocabulary when describing an exciting situation; this prompted several to suggest phrases such as "desperately heaving his body" and "scrambling for a grip".. Teachers use texts effectively and transmit their own enthusiasm for books to their pupils. The quality of marking is generally good but this is not consistent throughout the school because, in some classes, marking is overly generous. Where teaching is unsatisfactory, in Year 3, the main weakness is the management of pupils' behaviour, which leads to unsatisfactory attitudes and low achievement. Pupils make some use of their literacy skills in other subjects. However, this is inconsistent in Key Stage 2, where not all teachers develop pupils' competence through subjects such as religious education, history and geography.
78. The leadership of the subject is satisfactory. The school's systems for planning are effective and the National Literacy Strategy is being appropriately implemented. The school's targets for literacy are realistic and the school is making sound progress towards achieving them. The co-ordinator oversees teachers' planning but she does not monitor the standards of pupils' work sufficiently across the school, in order to focus on improving weaknesses. There are very good systems for assessing pupils and tracking their progress in relation to tests as they move through the school. Many

of the new resources are good and are being well used. However, there are a number of very outdated and unappealing books in the library and some classrooms and some older, fluent readers find they do not have a sufficiently wide range of reading books from which to choose.

79. These findings are similar to the judgements of the last inspection in terms of standards. The quality of teaching has improved in Key Stage 1 but is not as good in Key Stage 2.

## **MATHEMATICS**

80. The National Curriculum test results in 1999 showed that pupils are achieving standards close to the national averages at both key stages. At Key Stage 1 the results were well below national averages for level 2 and above for level 3. The results also indicated that the boys achieved levels well below the national average. The results are not reflected in the inspection findings for the current Year 2 cohort. There is no longer a significant number of pupils with special educational needs, which was the case in previous years. At Key Stage 2, the level 4 results are close to the national average. The percentage of pupils achieving the higher level 5 was above average. In comparison with similar schools the overall results are above the national average, whilst trends over time are broadly in line with those expected nationally. The inspection findings indicate that standards are in line with national expectations for both key stages.
81. Pupils enter Key Stage 1 being able to count and match objects and use simple mathematical language to describe shapes and operations. The rate of learning throughout the Key Stage is sound overall as the pupils are given a good grounding in numeracy through well thought out and appropriate teaching. At the end of Key Stage 1 the pupils have improved their mathematical knowledge as they have a sound grounding in place value with the most able being able to add hundreds, tens and units and estimate length in standard units. Some of the less able pupils made good gains in their learning particularly when they are supported by additional help.
82. The quality of learning at Key Stage 2 is very variable with instances of good learning in Year 6 where pupils are given clear guidance and instruction, as exemplified with the work on the changing value of digits when multiplied or divided by tens and hundreds. In this work the attentive pupils made rapid gains in their understanding. In contrast the pupils in Year 3 failed to make any significant progress because there was a lack of control which meant that pupils did not concentrate or work purposefully. In the other Key Stage 2 lessons the rate of learning is often good, as seen when pupils made good gains in understanding how to partition numbers so that they can add quickly and accurately. The standards of numeracy at this key stage are in line with national expectations.
83. The attitudes of pupils are generally good in both key stages. They contribute positively to their learning. At Key Stage 1 a minor weakness is the noise level which does affect some of the youngest pupils. At Key Stage 2 the attitudes of the oldest pupils are very positive, they listen attentively and work conscientiously, they are also eager to answer questions. The weakness is in Year 3 where pupils' attitudes are not conducive to good learning because of the unsatisfactory teaching.
84. The quality of teaching at Key Stage 1 is always sound with half being good. At Key Stage 2 the quality varies from very good to unsatisfactory, with half the teaching

being good or better. The teachers are using the National Numeracy Strategy very effectively as the lessons are well planned and delivered with mental work being undertaken during the initial introduction. This is improving standards. The good teachers have matched the work to the appropriate levels of pupils and set suitable targets. This was especially evident in Years 2, 4 and 6. The unsatisfactory teaching, in Year 3, was due in the main to a lack of control and appropriate classroom management. This is a weakness.

85. The hard working and well-qualified co-ordinator is making a positive impact in ensuring that the National Numeracy Strategy is being fully implemented. The planning is being monitored so that all the strands of the subject are covered. Teaching has been monitored and advice given. The assessment procedures are very good as pupils are tested on a regular basis and results analysed and on some occasions the planning adjusted. This is a strength.
86. Resources are good as the younger pupils use the apparatus well, whilst the oldest pupils found the number charts and calculators helpful with their learning. Information technology is used occasionally to support the work in mathematics with some graphing in Year 5. Numeracy is also used in other subjects such as science when working on friction and in geography when drawing rainfall and temperature graphs. This is good. Homework in Year 6 is set regularly but this good practice is not consistent in the other Key Stage 2 classes.



## SCIENCE

87. In the 1999 Key Stage 1 statutory teacher assessments, the percentage of pupils reaching the national expected standard of Level 2 or above was broadly in line with the national average. The percentage of pupils attaining the higher Level 3 was also broadly in line with the national average. In 1999, the Key Stage 2 National Curriculum tests show that the percentage of pupils reaching the nationally expected standard of Level 4 or above was well above the national average. The percentage of pupils attaining the higher Level 5 was also well above average. Since the last inspection, the National Curriculum results at Key Stage 2 have improved considerably. From lesson observations and the study of pupils' work, the inspection findings are that standards in science are broadly average at the end of Key Stage 1 and above average at the end of Key Stage 2.
88. In Key Stage 1, pupils generally have positive attitudes toward science. They are attentive and show interest in the work. Behaviour is good. In Year 1, pupils experiment with pushing and pulling. They know that it is easier to move a heavy load by placing it on a trolley. Pupils in Year 2, use classification to put living things into groups. They group members of their class based on features such as eye or hair colour. Pupils are clear about their task as they apply classification skills and record their observations in teacher produced charts. As pupils move through Key Stage 1 they make sound progress in the acquisition of knowledge, understanding and skills.
89. In Key Stage 2, pupils' attitudes and behaviour are mixed. In Year 4 and Year 6 where teaching is very good, pupils are attentive, motivated and demonstrate high levels of concentration. Pupils work collaboratively when planning their investigations. Very good relationships between pupils and the teacher are in evidence and behaviour is very good. Year 4, pupils recognise the need for fair tests and make appropriate predictions when investigating friction.. In Year 6, pupils know that microbes are all around us and that some are useful while others are harmful. When investigating the growth of mould on foods, they suggest ideas to test and make predictions based on scientific understanding. They select the materials and decide conditions for their investigation. In Years 4 and 6, the quality of learning is very good and pupils make very good progress in the acquisition of scientific knowledge, understanding and skills. Skills in planning, predicting and fair testing are well developed. Here the pupils have high levels of concentration, are productive and work at a good pace. In Year 5 where teaching is unsatisfactory, pupils display negative attitudes to learning and behaviour is unsatisfactory. This has an adverse effect on the rate of learning and the classroom atmosphere. Too many pupils are off task and few can explain what they are doing and why. The pace of work is slow.
90. The quality of teaching is good at Key Stage 1. Teaching is inconsistent at Key Stage 2 and varies from unsatisfactory to very good. Teachers have a secure knowledge of science. They plan their lessons well and appropriate learning resources are selected and deployed. In the very good lessons, teachers used skilful explaining and questioning which challenged the pupils and promoted learning very well. Expectations of work and behaviour were high. Opportunities were provided for pupils to suggest ideas for investigation and to plan and design their own investigations. The pupils were managed very well and high standards of behaviour were achieved. Teachers provided feedback on pupils' performance. Lessons were well structured and time for pupil learning was maximised. Where

teaching is unsatisfactory, planning does not take sufficient account of the ability range within the class. Expectations of work and behaviour are low. Pupil management is poor and this leads to unsatisfactory attitudes and behaviour.

91. The leadership and management of science are good. This has a positive impact on the standards achieved. Curriculum plans and National Curriculum test results are carefully analysed. Opportunities to observe and support colleagues in the classroom are limited. The school has an effective system for the assessment of pupils' scientific skills. Since the last inspection, the Key Stage 2 National Curriculum tests in science have improved each year. The school has reviewed its schemes of work and has improved the learning resources for staff.

## **ART**

92. Standards in art are below expectations at Key Stages 1 and 2. This is because pupils have limited experience of art as they move through the school. Examples of pupils' work from Key Stage 1 include some pencil, crayon and pastel sketches, and isolated pieces of printing, painting and collage. In Year 3, pupils use clay to model pots and use a variety of marks and patterns to create interest. In Year 4, pupils use paint to produce a still life study. Pupils' handling and mixing of colour is at a low level for their age and many find it difficult to reflect on and evaluate their work. In the later years of the Key Stage, pupils use pastels to produce simple designs based on William Morris and use chalks to depict winter scenes. Overall, the quantity of art work in Key Stage 2 is very limited and many pupils are working at a low level considering their age.
93. Throughout the school, there is a lack of evidence to show pupils are exploring an appropriate range of media and techniques or responding to the work of artists and designers. Pupils do not have enough opportunity to develop skills systematically nor to acquire an understanding of elements such as line, pattern and shape. Sketch-books are not effectively used in Key Stage 2. Conversations with pupils show they have irregular lessons and many find it difficult to recall what they have covered since the beginning of the year.
94. Insufficient observations occurred to make an overall judgement on the quality of teaching in art. The school lacks an updated scheme of work to support teachers with their medium term planning. The resources for art are unsatisfactory in terms of range and quality and this, together with the lack of structured planning, is hindering pupils' learning. Overall the leadership of the subject is unsatisfactory. These judgements represent a decline in standards since the last inspection, when art was highlighted as a strength.

## **DESIGN AND TECHNOLOGY**

95. Only one design technology lesson was seen during the inspection week. Evidence for the report is based upon discussions with pupils, teachers and the co-ordinator as well as the examination of teachers' records and the work exhibited around the school. There has been less emphasis placed on design technology since the last inspection with the result that standards are not as high as those seen previously. The standards achieved at Key Stage 1 are just in line with those expected nationally whilst those at Key Stage 2 are below national expected standards.
96. In Year 1 pupils are beginning to develop skills of cutting and fixing and using them

in their work with simple puppets and moving cards. In Year 2 the pupils are learning about how simple textile designs are created and have looked carefully at simple cloth patterns. Pupils have also made some simple playground equipment using junk material. The overall progress and learning is sound despite the designing and evaluating aspect of the subject being under emphasised.

97. The rate of learning at Key Stage 2 is unsatisfactory mainly because skills are not being developed in a progressive way. In Year 3 the pupils make and design clay pots but this work is mainly artistic. In Year 6 pupils explore cams and their use. The models designed and made are crude and do not reflect the standards expected at this age. The pupils are not being given enough opportunities to select from a wide range of materials, nor are their plans clear and evaluation succinct.
98. No judgement as to the quality of teaching can be made through lack of sufficient evidence. The planning is not sufficiently detailed to ensure that skills are being taught on a regular basis because the teachers concentrate on the product to be made. This is a weakness. It is also evident from discussions with the pupils that the amount of time spent on the subject is unsatisfactory.
99. The co-ordinator is overseeing the introduction of the new scheme of work by monitoring the planning. She has not had the opportunity to evaluate the quality of the work or the teaching. The resources are limited both in their quality and quantity as the budget is insufficient to provide a full range of materials. In the Year 6 work for instance, heavy reliance is placed on the pupils to provide additional resources for their models.

## **GEOGRAPHY**

100. Only one geography lesson was seen during the inspection and this was in Key Stage 2. The study of pupils' work, teachers' records and planning provided the evidence. Standards of attainment are in line with national expectations, which is similar to the previous inspection findings. Because geography was not featured at Key Stage 1 during the inspection and due to the very limited evidence available no secure judgement can be made about standards of achievement or the quality of teaching and learning.
101. In Year 6 pupils are able to explain the differences between the village and city and why physical features affect their locations. They also begin to understand why physical features such as rivers, hills and plains affect the lives of people. The work on life in India and particularly on Chembakolli is of a satisfactory standard and includes maps of the sub-continent which pupils understand. They have a clear idea of scale and can compare India with the British Isles. In a Year 4 lesson, the pupils made good gains in understanding the affect of climate on life. They enjoyed the video about life on Baffin Island and made some sensible judgements about conditions and differences between climatic areas around the world. Mapping skills are also satisfactory as the Year 6 pupils can use a simple Ordnance Survey key to distinguish between human and physical features in Earby village.
102. Pupils' attitudes towards geography are good. They listen well and respond positively to the teacher's questions. Behaviour is good and the pupils work well during the lesson.

103. In the one lesson seen, the quality of teaching was good. However, it is not possible to make a secure judgement about the quality of teaching overall in this subject. The curriculum planning indicates full coverage, but evidence from the pupils' work at Key Stage 2 shows that the amount of work in the pupils' books or folders is inconsistent. At the end of the Key Stage the pupils visit to the school camp in the Mendips also reinforces their geographical skills.

## **HISTORY**

104. Standards in history are line with the expectations for pupils' ages and pupils make satisfactory progress as they move through the school. In Key Stage 1, pupils learn about important events such as The Great Fire of London and re-tell the story in their own words. Some use their knowledge of events well, to imagine what it would have been like. For example, one pupil wrote, "In the fire I escaped by cart." They use resources such as books, videos and pictures to draw conclusions about life in the past and learn about key people such as Florence Nightingale. Pupils show a keen interest in learning about her life and use relevant terminology such as "Crimean War" and "Lady of the Lamp."
105. In Year 3, pupils learn about life during World War II. They look at artefacts from the period and benefit from a visit by a local resident who was in the Home Guard. They enjoy listening to his account and some pupils ask thoughtful questions, such as, "Was it very tiring staying up all night?" In Year 4, pupils learn about life in Roman times. They consider what life would have been like in comparison with today and they develop a sound knowledge of related vocabulary, such as 'legionnaire' and 'ampulla'. Due to the organisation of the curriculum, older pupils in the school had only just started their history topic. However, from the evidence so far, pupils have learned facts about Greek gods and festivals and about life in Ancient Greece. In Year 6, pupils scrutinise pictures of artefacts from Tutankhamen's tomb and make plausible guesses about what their purposes might have been or how they could have been made.
106. In the three lessons observed, the quality of teaching was good overall. Teachers plan interesting activities and most use questions very effectively to encourage pupils to explore their thinking and draw conclusions. Lessons are generally well organised and well structured and in the most effective ones, pupils are expected to work hard and persevere. In Key Stage 2, there is a marked difference between the amount of work pupils are expected to record in Years 3 and 4. In Year 3, pupils' books contain insufficient work to reflect the previous half term's topic and a substantial proportion involves worksheets that are often undemanding. History makes a satisfactory contribution to developing pupils' literacy skills in Key Stage 1 and in some classes in Key Stage 2, but this is inconsistent.

## **INFORMATION TECHNOLOGY (IT)**

107. Only two lessons involving the direct teaching of information technology (IT) skills were seen during the inspection. Discussions with the co-ordinator, the examination of teacher planning together with pupils' work and watching them at computers provided the evidence.
108. Standards achieved by the pupils at the end both key stages are below those expected nationally. This is similar to the previous inspection findings. Evidence from the inspection also shows that standards are beginning to rise rapidly because

of the very recent improvement of resources and the planned regular use of the IT suite.

109. In Key Stage 1 the pupils start with low level skills in mouse control and use these in their work in matching and in moving objects around the screen as evident in the work with 'Three Bears'. They can also write their name and write a simple sentence for the class book. In Year 2 the pupils are introduced to simple control by becoming aware of the need to input information into the roamer to control its movements. The quality of learning through out the key stage is unsatisfactory mainly because the pupils have had little opportunities to develop and practice the skills regularly.
110. Learning is also patchy at Key Stage 2 as the most proficient pupils have gained most of their skills and knowledge from working at home. Standards are below expected levels because there has not been a consistent teaching of IT skills. By the end of the Key Stage few pupils have the necessary skills to merge and alter text and pictures as their knowledge of the key functions is limited. In Year 4 the pupils had only completed two pieces of work and some of the least able had difficulty in using the mouse and opening up their own files.
111. The pupils' attitudes to computer work are very positive. They enjoy using the computers and sharing their work with others. They work together in a co-operative way and teach each other. They are well behaved and concentrate throughout the lesson.
112. No judgement can be made about the quality of teaching through lack of evidence. The teachers' planning is satisfactory but this is often not seen in practice as the pupils are not given sufficient time to acquire the appropriate skills. The confidence and competence of the best teachers needs extending to others who are not as proficient. On a positive note in Year 6 the good planning sheet helped pupils to work out how certain features can be used and improve their work. They searched for information well and used it in their historical work.
113. Since the introduction of an eight-screen computer suite there is a much more positive attitude to information technology. Each class now has a time tabled period so that pupils can spend much more time using the computers. This is a real improvement. The co-ordinator has introduced a scheme of work. However, not all elements of the scheme are implemented because there are insufficient opportunities in control, modelling and monitoring at Key Stage 2. This is a weakness as National Curriculum requirements are not fully met. The computers are used to support work in Literacy and mathematics with work that includes ordering sentences and graphing about differing style of writing. This is good practice. However, the use of IT to support learning in other subjects is under developed.

## **MUSIC**

114. Only singing was observed during the inspection so it is not possible to make judgements on other aspects of music, such as composing, performing on instruments or pupils' ability to respond to the work of composers and musicians. Standards in singing are in line with the expectations for pupils' ages. In Key Stage 1, pupils sing a range of songs confidently and follow the melody line securely. Most pupils show a keen interest and clearly enjoy singing. In Key Stage 2, pupils sing some songs in two parts and most manage to sustain a second part competently. The choir sing well-known songs confidently and with some gusto although, on

occasions, they force their voices, which produces a harsher tone. With some songs, such as “Colours of the Wind” they are sensitive to the phrasing of the melody and change their voices effectively to evoke different moods. Several pupils learn recorder. They play with good levels of accuracy and rhythm and perform rounds successfully in three parts. Insufficient observations occurred to make an overall judgement on the quality of teaching.

115. The leadership of the subject is unsatisfactory. The music curriculum is insufficiently broad and balanced and interviews with pupils indicate that they have very little experience of the other aspects of the music curriculum apart from singing. Pupils’ lack of opportunity to create their own music was highlighted as a weakness in the last report and this remains the case. The very recently produced scheme of work has not yet been implemented so teachers do not have sufficient guidance to help them plan a balanced programme of activities. The pupils benefit greatly from parents and volunteer helpers who come in regularly to accompany the choir and take recorders. Resources for music have been improved and there are now good quality instruments. However, conversations with pupils in Key Stage 2 show that these are rarely used to support their learning

### **PHYSICAL EDUCATION**

116. During the inspection, only three physical education (PE) lessons were seen. These were in gymnastics and games. Analysis of planning and discussions with staff indicate that the school is providing an appropriate range of activities in this subject.
117. At the end of both key stages, pupils are achieving the national standards expected for their ages. These findings are similar to the last inspection. However, standards in gymnastics at the upper end of Key Stage 2 are below expected standards. In Year 2, most pupils demonstrate good spacial awareness and dodging skills. In floor travel they change speed and direction. Pupils make simple judgements about their own and others performance. In Year 5 pupils practise a series of balances with increasing control. However, because of the limited space, sequences of movements are limited and often lack creativity. Pupils perform safely alone or in small groups. Evaluative skills are not well developed. In Year 6, pupils demonstrate attacking and defending skills in football that are appropriate for their age. Control in dribbling and passing the ball are sound.
118. Most pupils have positive attitudes towards PE. They listen to instructions and respond appropriately. Pupils show interest and good levels of concentration. They apply physical effort to their tasks. Pupils work well together in gymnastics and good sporting attitudes were observed in football. In a Year 6 lesson seen, the number of pupils not participating in the activities was unacceptably high. Behaviour in PE lessons is mainly good.
119. The quality of teaching is sound. Teachers have a secure knowledge and understanding of the subject. Teachers’ plan their lessons well with clear learning objectives and a structure of learning activities. Apparatus and equipment are used well but the limited hall space does restrict the scope of activities in gymnastics.
120. The leadership and management of PE are good. The co-ordinator monitors plans, has observed gymnastics and holds discussions with staff.

121. The school hall is used for gymnastics and indoor games. This is a small room with a low ceiling. It is inadequate for PE lessons particularly with the larger classes in Key Stage 2. This limited accommodation is having an adverse effect on standards in gymnastics at Key Stage 2. PE equipment has improved since the last inspection and the staff have received training in gymnastics. The PE programme is supported by a good range of extra curricular activities including football, gymnastics and netball and this is an improvement since the last inspection.

## **RELIGIOUS EDUCATION**

122. The standards achieved by the pupils at the end of both key stages are in line with the expectations of the locally agreed syllabus. Pupils are making sound progress as they move through the school.
123. At the end of Key Stage 1 pupils are being taught the main Christian stories and parables as seen in Year 2. Here the pupils listened attentively to the story of 'The Good Samaritan' and began to explain its importance in both moral and religious terms. They understood about appropriate behaviour and relationships as well as learning about the central importance of Jesus in the Christian Faith. The pupils at this Key Stage also become aware of the main festivals and the stories and central characters. By the end of Key Stage 2 pupils have a sound grasp of some of the other world religions including Islam and Hinduism. The pupils are able to make comparative judgements about the similarities and differences between these religions and also raise issues about gender and the role of religious leaders. Through the assemblies the pupils understand about the devotional elements within religions. This aspect is also reinforced in Year 5 for instance, as the pupils discussed the meaning and content of the Lord's Prayer and used role-play to improve their understanding.
124. The quality of learning is sound throughout both key stages as the pupils are acquiring an appropriate vocabulary. The Year 6 pupils are beginning to appreciate the meaning of symbolism having learned about Hindu objects including 'puja sets'. Pupils also make sound gains in recognising the explicit and implicit meaning of stories and symbols such as Christian parables and the festival of Diwali.
125. The quality of teaching is sound at both key stages. The planning carefully follows the recently approved local syllabus. This is an improvement since the last inspection. Resources are used well to help pupils understand the 'special' nature of religious objects. A minor weakness is the inconsistency of the pupils recorded work and the quality of marking as in Year 6 it is satisfactory while in other Key Stage 2 classes the work is sometimes poorly presented. Overall the subject is making a positive contribution to the sound spiritual, moral, social and cultural development of the pupils.