

# INSPECTION REPORT

## **WELLESLEY PRIMARY SCHOOL**

Yate

LEA area: South Gloucestershire

Unique reference number: 109113

Headteacher: Wendy Crouch

Reporting inspector: Lorna Brackstone  
21872

Dates of inspection: 24<sup>th</sup> – 28<sup>th</sup> June 2002

Inspection number: 195772

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Peter Little
Date of previous inspection:	23 <sup>rd</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	The Foundation Stage English Information and communication technology Music	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) The school's results and pupils' achievements.
19430	Trevor Hall	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
22948	Mary Vallis	Team inspector	Equal opportunities Special educational needs English as an additional language Science Geography History	How good are the curricular and other opportunities offered to pupils?
22452	Mary Farman	Team inspector	Mathematics Art and design Design and technology Physical education Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Wellesley School is a small primary school with 205 pupils on roll. The numbers of boys and girls are broadly equal. It occupies an extensive site on the edge of a large housing estate in the south of Yate, which consists of mainly flats and houses that are either owner-occupied, rented privately or through the local authority, by first time buyers or single parents. Almost all pupils are of white UK heritage. Most parents are in employment but much of the work is factory and shift work. The proportion of pupils eligible for free school meals is nearly ten per cent. This is below the national average but is recognised as a poor indicator of need with regards to this area of Yate. Twenty-five per cent of pupils are on the special educational needs register and this is broadly average. Two have statements of special educational needs. There are no pupils using English as an additional language. There is a register that identifies gifted and talented pupils. Children are admitted into school in the September after their fourth birthday. Although most have had pre-school experience, children's attainment is well below recommended levels for this age. Historically, children arrive at school with low levels of language and social skills.

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

Wellesley is a harmonious community that very effectively ensures all pupils, including those with special educational needs, achieve well. This is made possible through the provision of a very rich curriculum that is carefully planned to meet the needs of all pupils. The headteacher demonstrates excellent leadership and management qualities and she ensures that key staff are suitably empowered to lead by example. The overall quality of teaching and learning is very good and the vast majority of pupils respond to this with very positive attitudes and high quality behaviour. The school takes great care of its pupils and procedures for assessing their progress are excellent. The school provides very good value for money.

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

- The overall quality of teaching and learning throughout the school is very good.
- The attitudes and behaviour of the vast majority of pupils is very positive.
- Overall provision for spiritual, moral, social and cultural development is very good.
- Throughout the school the quality and range of the curriculum is of very high quality.
- The school cares very well for its pupils; both educational and personal support and guidance is outstanding.
- The leadership and management of the headteacher and key staff are excellent.
- Links with parents are highly effective and they have very positive views of the school.

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

- The indoor accommodation is unsatisfactory and this has a negative impact on whole class sessions.

*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 last inspected in June 1997, shortly before the previous headteacher retired. The school has remedied very well all the key issues identified. Higher attaining pupils have been identified and extension activities are included in all teachers' planning to ensure that they are fully extended in their learning. Very consistent and effective procedures for evaluating the quality of teaching have been introduced resulting in very high quality teaching. The role of the co-ordinator has been developed very well and every subject shows a clear progression of skills in planning documents. Pupils now have a very good understanding of their own learning and this has been achieved through very high quality

feedback and the setting of individual targets. Many other aspects of the school have improved since the last inspection; these include leadership and management, pupils' attitudes and behaviour and provision for spiritual, moral, social and cultural development. There is a real commitment to improvement and the capacity to succeed is excellent.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	E	E*
mathematics	B	C	E	E
science	B	C	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Attainment on entry is variable but generally is well below average overall. Particular weaknesses are speech and basic social skills such as attentiveness and concentration. Assessment information over time indicates that good progress is made in the Foundation Stage. Inspection findings indicate that very good progress is being made in the current Reception class. This is because of the very good quality teaching, the provision of a highly stimulating environment and the following of the Foundation Stage curriculum. As a result, almost all of the current reception children will start Year 1 of the National Curriculum with standards in line with the nationally recommended levels in all areas of learning, except for physical development, which exceeds expected levels. This is an overall improvement from previous years. All pupils continue to make good progress in Years 1 and 2. Standards in the 2001 National Curriculum tests in were above average in writing, average in mathematics but below average in reading. Standards in the teacher assessment tests for science were well below average. Current attainment at the end of Year 2 in reading, writing, mathematics and science is in line with national averages. Standards in art and design, design and technology, information and communication technology and physical education are above national expectations by the end of Year 2 whilst standards in history, geography and music are in line with national expectations. This represents very good achievement by these particular Year 2 children, because a significant proportion have special educational needs and experienced many staff changes in Years 1 and 2.

Pupils continue to make good progress in Years 3 to 6. Standards in the 2001 National Curriculum tests in English, mathematics and science at the end of Year 6, as recorded in the table above, were well below average. Compared to similar schools standards were also well below average. In fact, English results were in the lowest five per cent of similar schools. Standards in the core subjects of English and mathematics in the current Year 6 have improved but are still below the national average. Standards in science are in line with national averages and this represents good improvement. These two groups of children have been consistently tracked as they have moved through the school and their weak performance is a result of high pupil mobility and a significant number in each class experiencing special educational needs. However, it is evident from inspection findings that this downward trend will not be maintained as standards in the current Years 3 to 5 are as expected. Standards in art and design, design and technology, information and communication technology and physical education remain above national expectations. This is as a direct result of the spacious practical areas and the very good outdoor provision available for sports. The school sets itself ambitious targets against the very detailed information it gathers. It has been very realistic about achievement over the past two years and the appropriate targets have been met.





## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils are enthusiastic about coming to school and show high levels of interest in activities.
Behaviour, in and out of classrooms	Pupils behave very well in and around school. No anti-social behaviour was observed during the inspection.
Personal development and relationships	Relationships between pupils and with all adults in school are very good. Pupils have a very high regard for each other's feelings and value the views of others. They use their initiative very well and are developing into responsible young people.
Attendance	Attendance is very good and pupils arrive punctually at school.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

*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.*

The overall quality of teaching and learning is very good. During the inspection, well over half of the lessons observed were judged to be very good or better. In total 44 lessons were observed; three were excellent, 23 were very good, 16 were good and two lessons were of satisfactory quality. Overall, teachers have very good subject knowledge; the basic skills of literacy are taught consistently very well; numeracy is taught well. This ensures that pupils acquire knowledge and skills consistently throughout the school. Teachers' planning is of high quality, learning intentions are clearly identified and shared with pupils, meaning that they have a very good understanding of their own learning. A very wide range of teaching methods are deployed which maintain the pace of learning, interest and concentration. Overall, pupil management is very good and this enables the pupils to concentrate on their learning. Support assistants are used very well to help all pupils, particularly those with special educational needs. Both learning support assistants and teachers praise the pupils very effectively and the marking of work is of high quality.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Throughout the school curricular provision is very good and all pupils are fully included in activities; provision for personal, social and health education is of high quality; relationships with partner establishments are very effective.
Provision for pupils with special educational needs	Provision is very good. Individual education plans are very specific to the needs of each pupil and are monitored closely.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision is very good overall; social and cultural provision is particularly well developed through the links with schools in other parts of the world. Consistency of approach to behavioural issues ensures that pupils clearly understand the difference between right and wrong. Spiritual development is good.
How well the school cares for its pupils	The educational and personal support and guidance provided for pupils is excellent.

Parents have a very positive view of the school and links between all members of staff and the carers at home are very effective.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Under the excellent leadership of the headteacher a secure educational environment has been created where key staff have been empowered to develop their management areas. The highly effective deputy headteacher works very closely with the headteacher to ensure improvements are achieved.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and have a good understanding of its strengths and weaknesses. All statutory requirements are met.
The school's evaluation of its performance	Staff work very closely together to evaluate the quality of teaching and learning. Pupil performance is analysed very thoroughly.
The strategic use of resources	Strategic planning is very good and all available resources are used very well. Best value principles are clearly understood.

There are a very good number of highly qualified teachers and learning support assistants. The outdoor accommodation is spacious and a safe and secure area for the Foundation Stage is used very well as an integral part of their curriculum. However, the internal accommodation of the school is unsatisfactory overall. Although there is a large practical area, which is very well used by the pupils and an attractive library, classrooms are very small and cramped. This has a negative impact on whole class teaching such as in literacy and numeracy sessions. Learning resources are good overall.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has high expectations.</li> <li>• They feel that the quality of teaching is good.</li> <li>• The school is well led and managed.</li> <li>• Their children make good progress at school.</li> <li>• They are happy with behaviour in school.</li> <li>• Parents feel comfortable approaching the school with a question or a problem.</li> <li>• They feel that the school helps their children to become mature and responsible.</li> <li>• Their children like school.</li> <li>• They are well informed about their child's progress and feel that the school works closely with them.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons.</li> <li>• The amount of homework given.</li> </ul>

The team agrees with all the positive comments but cannot confirm either of the negative issues raised. The amount of homework given is good and the school provides a good range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. Although the National Curriculum test results at the end of Year 6 in 2001 were unfavourable, achievement over time at Wellesley is good overall. Children start school at the beginning of the academic year in which they will be five. The vast majority have poor speech and their concentration levels are particularly weak. Assessment data over time indicates that, although good progress is made in the Foundation Stage, the children have been starting Year 1 of the National Curriculum just below nationally recommended levels for their age. However, the current reception children are an exception to this. Although this group started school with poor skills overall, almost all of children will reach the recommended levels by the start of Year 1. This is because of very high quality teaching and the provision of a stimulating environment that is securely based on the recommended curriculum for this age group.
2. Pupils continue to make good progress in Years 1 to 2. By the end of Year 2 most pupils are working within the expected level for their age group in reading, writing, mathematics and science. This is an improvement since the results of 2001 when, although standards in these national tests were above the national average in writing and in line in mathematics, reading standards were below average. Results in the teacher assessment tests in science were also well below average. These improvements are as a result of focused group work and high quality teaching, particularly in the first two terms of the current academic year. At the end of Year 2 standards in art and design, design and technology, information and communication technology and physical education are above national expectations and this represents very good progress in these subjects. This is because the quality of accommodation for these subjects is of high quality and promotes independent learning and challenge. At the end of Year 2 standards in history, geography and music are in line with national expectations.
3. Pupils continue this good progress in Years 3 to 6. Standards in English, mathematics and science are in line with expected levels at the end of Years 3, 4 and 5. However, standards at the end of the current Year 6 are below the national average in English and mathematics. This is because a significant number of pupils in this cohort started Wellesley at the age of four but did not remain in this school throughout their primary education. This has an impact on standards at the top end of the school. For example, in the current Year 6 cohort of 25, about one-quarter of pupils left the school between Years 2 and 6. Most of these pupils were those who were performing well and were attaining higher than expected levels in National Curriculum subjects. Pupils who have experienced problems in other schools have taken a small number of the vacant places. Although their attitudes to class learning can be less than enthusiastic at times, they have found the environment of Wellesley conducive. This has meant that although they have not achieved the expected level in Year 6, they have made good progress in relation to their prior attainment. In addition to this, nearly half the pupils within this class have been identified as experiencing a wide range of special educational needs. This is a similar picture to the Year 6 cohort of 2001 when there were a large proportion of pupils who had specific learning difficulties. This had a negative impact on standards when compared to national and similar school results. For instance, standards in the core subjects of English, mathematics and science were well below national averages. Compared to similar schools standards were well below in mathematics and science. Standards in English were in the lowest five per cent of schools nationally. Discrepancies between the test results and teacher assessments in English and mathematics can be explained by the personal circumstances on the day of the tests for a minority of pupils. However, inspection findings confirm that although standards in the core subjects are below average, they are no longer well below average. This is a result of very good quality teaching and the high quality focus groups. Standards in history and geography are below national expectations because of weak writing skills and immature vocabulary levels. However, attainment in art and design, design and technology, information and communication technology and physical education are above nationally expected standards for this age group.

This is because a large practical space is available, with a wide range of resources for all pupils to work independently on their tasks and the very good use made of the very good outdoor sporting facilities. At the end of Years 2 and 6 standards in religious education meet the requirements of the locally agreed syllabus and all pupils make good progress.

4. Pupils with special educational needs, including those who are gifted and talented, achieve well. They make good gains in learning against the targets set on individual education plans because they try hard, behave well and the work set by teachers is planned well.
5. The school sets realistic targets for further improvement and is making very good progress in achieving them. It carefully looks at individual pupils in each cohort and makes specific plans to raise attainment. For example, they have collected data on gender issues linked to writing and have used this information to create focus groups where effective strategies are being used to raise standards. Improving standards in literacy and numeracy are having a positive impact on achievement in all subject areas throughout the school.

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

6. The children in the Foundation Stage are developing very good personal, social and emotional skills. The children behave very well in their lessons and have learnt to always put up their hand and not shout out. In the mornings, they settle quickly to classroom routines and are polite to their teachers. They are highly motivated, listen carefully to their teachers and follow simple instructions. During role-play sessions, the children interact well together and are able to sort out, for example, who is going to be the train driver and who is going to be a passenger. At the end of activities, they tidy up quickly and without fuss. Their very good personal and social skills enable them to grasp complex tasks quickly and this accelerates their learning.
7. Attitudes to learning are very good. Parents strongly agree with this and confirm that their children are eager to come to school. Pupils' enthusiasm for lessons is very good. The great majority maintain concentration very well throughout the school day. This is a direct result of good teaching and interesting lessons. Parents believe their children make good progress. Pupils are open, hold their teachers in high regard and happily talk to adults about what they are doing. They display very good interest and involvement in the various activities they undertake. They work well independently, in pairs and in groups, purposefully sharing ideas and equipment. Pupils are very good listeners and contribute positively to short dialogues in lessons. For example, in a Year 6 personal, social and health educational lesson, a responsible approach to secondary school education emerged. The pupils reflected on the importance of high standards of behaviour and discussed both their priorities and expectations and those of the teachers at their new school.
8. Behaviour is very good; this is an orderly school where pupils are responsible and respectful of property and of one another. They are cheerful and courteous. Pupils co-operate well with lunchtime supervisors. Play is good-natured and there is a good balance of small and large groups engaged in playground games. All pupils are familiar with the systems of rewards and sanctions. Although some occasional restlessness is seen, pupils behave very well in lessons. Bad behaviour and bullying are absent from school life and unexpected, but there are the occasional disagreements. Exclusions are not part of the ethos of this school. Overall the pupils' self discipline is of a very high order. It is commented on by visitors to the school and by outsiders when pupils are on visits.
9. Personal development is very good. Pupils are tidy and know where to put their things. From the time that they start school they assist willingly in the daily routines. They are aware of those around them, show initiative and willingly accept duties when offered, for example, preparing for assemblies. Pupils enter very willingly into the buddy schemes. Older pupils are seen to look after younger pupils about the school and at play. Pupils keep a record of their own targets. Assessment outcomes are constantly shared and reviewed with their teacher. All pupils enjoy

the well-established award schemes for endeavour, good work and marked contribution to the good conduct of the school. Each class has its own system of rewards for good work and behaviour. At assemblies where good work is praised, fellow pupils wholeheartedly applaud each other's achievements. Pupils value entries in the Golden Book. The school council, in conjunction with class councils, has a good responsible attitude to decision making as a result of suggestions that emerge. Ideas are patiently thought out and reported back to class. Teachers take account of these suggestions and, where appropriate, put them into place. Pupils enjoy taking part in assemblies, especially those that are class led.

10. Relationships are very good; pupils have real trust in staff. Consequently, there is a natural rapport between pupils and between pupils and adults, in sympathy with the happy and purposeful ethos of the school.
11. Attendance remains consistently above average since the last inspection. Parents support the school by ensuring regular attendance and punctuality. They advise the school promptly of any absences. Lateness is minimal and largely confined to a very few families. The pupils monitor their own late book. Consequently, everyone expects promptness and most pupils are early. Pupils enjoy school and earning the monthly attendance stickers. An increasing number are gaining prize books for 100 per cent attendance. Pupils enter their classes eagerly and happily. They settle down quickly to private study and clearly look forward to their lessons. Registration is prompt and effective often accompanied by some very good innovations; for example, some classes take the register using French.

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

12. The overall quality of teaching and learning is very good throughout the school. During the inspection, well over half of the lessons observed were judged to be very good or better. In total 44 lessons were observed; three were excellent, 23 were very good, 16 were good and two lessons were of satisfactory quality. This represents a very good improvement since the last inspection when teaching and learning were judged good overall. No unsatisfactory teaching was observed. It is clear that this very good teaching is having a very positive impact on achievement.
13. All teachers have a very good knowledge and understanding of both the age groups and subjects that they teach. For example, the teaching observed in Reception class indicates a very good understanding of the needs of these young children. This is exemplified by the interactive manner in which they are taught, where all are fully included in the stimulating activities. In Years 1 to 6, very good subject knowledge is evident through their extremely confident approaches, the interesting choice and use of resources and the very good quality of questioning. This was evident in a very good literacy lesson, with above average attainers from Years 5 and 6, where the teacher continually challenged the pupils through excellent questioning skills. In a very good science lesson in Year 1 the teacher successfully asked the pupils to recap on the previous lesson. It was handled very well through a series of questions and discussion. The Year 2 teacher used his excellent knowledge of Malaysia to encourage the pupils to recognise features of another country and help then compare the differences with England.
14. The basic skills of literacy are taught very well in all classes. The teaching of numeracy skills is good. This ensures that pupils acquire an appropriate knowledge of the skills that they are acquiring. For example, in a very good mathematics lesson in Year 3 the teacher stimulated the pupils through the use of a skilful warm-up session, which ensured that all were thoroughly focused on the lesson. The final section of the session successfully maintained their interest through the very good use of mathematical language. Teacher confidence in information and communication technology is developing very well and ensures that the skills are taught appropriately. This was illustrated in a Year 3 group session, which was led by a very experienced and knowledgeable learning support assistant who ensured that the pupils acquired the skills to use electronic mail systems.

15. Throughout the school, teachers have very high expectations and all staff are committed to raising standards of attainment. This is evident through the good progress that is made by all groups of pupils, including those with special educational needs. The quality of marking is good and verbal feedback is effectively used to promote learning. Individual, group and class targets are set and this encourages pupils to have a good knowledge of their own learning.

Homework is used well throughout the school and is particularly effective in promoting learning. As a result, the inspection team feel that the parents' negative views on homework received prior to the inspection are not justified.

16. Very good use is made of support assistants, who support the pupils' learning very well. In all classes, groups of pupils work with these assistants to ensure that the pace of learning is maintained and work is completed. For example, different groups of pupils work in the large practical area with learning support assistants. This was observed in an excellent Year 4 science lesson where they were studying worms. Not only were the pupils able to examine the worms using a microscope they were also able to take photographs using the digital camera and used a computer program to record their findings. This was because every resource in this spacious area was accessible. The learning support assistants frequently take groups of reception children to the outdoor area to develop a specific area of learning. This was evident in a mathematics lesson when a small group of below average children used their outdoor area to develop their positional vocabulary using an assault course, which required moving under, over, between and through.
17. Pupils are managed very well and appropriate methods are used to promote good procedures for discipline. The children in the Reception Year group are provided with clear guidance to ensure that they learn how to behave within class. All pupils are encouraged to participate in their own learning through discussions in pairs and this promotes independent learning.
18. The quality of planning is of a particularly high standard throughout the school. Learning intentions are very clearly defined, the differing group work is outlined and planned opportunities for assessment are clearly identified. This ensures that both the Foundation Stage and the National Curriculum are carefully focused to enable the relevant teaching to take place, which fully includes all pupils.
19. The teaching and learning of pupils with special educational needs is very good and of those who are gifted and talented. This is because teachers respond well to the very good advice from outside agencies and the special educational needs co-ordinator. All staff plan work very carefully to meet the needs of individual pupils. Work is very closely related to the targets on individual education plans and is broken down into very small steps to ensure success. Resources are plentiful and support learning very well. Teaching assistants contribute significantly to this very good learning and record carefully each step of learning.

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

20. The school has been very successful in maintaining the broad, balanced and relevant curriculum that was celebrated at the time of the previous inspection. Wellesley School provides a very good range of learning opportunities for pupils of all ages and capabilities. All areas of the National Curriculum are covered and religious education is taught in line with the locally agreed syllabus.
21. The school has been very creative in ensuring that pupils receive an enriched curriculum. Whilst complying with the national focus on numeracy and literacy, Wellesley has continued to promote actively all other areas of the curriculum through concentrating whole school attention on different subjects in turn. For example, pupils have obviously enjoyed activities linked to arts and science weeks. Staff and pupils became members of Hogwart's Academy for a day and a week long celebration of the Golden Jubilee saw the whole school community celebrating and enjoying fashion, music and food from the five decades of the Queen's reign. That these events are

integrated so smoothly throughout the year is due to the very careful planning and monitoring that takes place, not only by the governors and senior management but by subject co-ordinators. Schemes of work are closely linked to the National Curriculum and every pupil is monitored very closely to ensure that they receive their entitlement. This shows a good improvement in some areas since the previous inspection. Time is used particularly well so that much is fitted into every day without creating a sense of rush. This is a school that still manages to have some purposeful fun and makes learning relevant to all.

22. Teachers are skilful in the teaching of basic skills. Whole school strategies for teaching literacy are very good; they are good for numeracy. There are very good cross-curricular links and varied opportunities for writing and recording work in all subjects. Parents help to compile story sacks, pupils are grouped in many ways to promote reading and the school has employed a writer in residence. Tape assisted reading motivates and helps pupils concentrate and some parents have enjoyed 'Keeping up with your children' a family centred literacy and numeracy course run in conjunction with other schools. Teaching numeracy across all subjects has been identified as an area of further focus on the school development plan.
23. Prior to the inspection, a significant minority of pupils expressed negative views about the range of extra-curricular activities on offer. However, the inspection team found that provision for extra-curricular activities is good. The school rotates activities so that pupils can sample from a wide range. Sporting activities include orienteering, football, cricket and tag rugby and competitions are held successfully between other schools. The drama, art and dance clubs combine their talents in public performances and the choir is open to those of all musical ability. A wide range of visits, including residential stays, is enjoyed by the pupils. These provide high quality extensions and support to the curriculum.
24. Personal, social and health education is now supplemented by lessons in citizenship and some circle time. Provision is very good and very well planned according to age and need. Lessons provide practical support and are very relevant to the lives of pupils. For example, pupils in one lesson were encouraged to take responsibility for their own safety and to make informed choices. They were encouraged to inform their parents about their whereabouts and to consider what risks they might encounter in the neighbourhood. Pupils about to move on to secondary education are prepared well through good opportunities for discussion. The school involvement in the 'Healthy Schools' project has already had an impact on eating habits. Increasing numbers of pupils are selecting their lunch from the varied and nutritious salad bar which the school has provided.
25. The community makes a good contribution to pupils' learning. Local businesses have supported playground initiatives. The neighbourhood old people's home appreciates pupils' musical performances and there are good links with the church. A number of speakers from the local area tell pupils about their lives and work thus broadening pupils' knowledge and social skills and confirming our dependence on one another.
26. The school has very constructive relationships with other local schools and educational establishments. It is a member of the 'High Reliability Project' and benefits from these groups' pooling of information and good practice. Schools in the local cluster support one another, with subject co-ordinators benefiting particularly from joint meetings. Inter-school sporting activities are valued and the music curriculum is enriched by very good opportunities to join with other schools and make music publicly. Very good two-way links between schools smooth the transfer of pupils to secondary school or from local playgroups. The school welcomes a high number of students from universities and local secondary schools as part of their work placements. Wellesley has an unusually high number of links with schools in other countries. This is because of its involvement in the local Comenius project that has fostered visits between staff and some students from several European countries. Links with Belgium and New Zealand have also helped to broaden horizons and these are exciting initiatives whose benefits are still to be exploited fully.
27. Provision for pupils with special educational needs is very good. Teachers ensure through very good planning that all pupils have equal access to the very rich curriculum. Very good support is available to help pupils record their work. Basic literacy skills are improved when pupils' work in

very small groups. Specialist advice and teaching help supplement the curriculum for a small minority of pupils. Extension activities are planned within lessons so that more able pupils work at their own level. Pupils who are gifted or talented sometimes have the opportunity to join with similar pupils from other schools in out of school activities.

28. Provision for pupils' spiritual, moral, social and cultural development is very good overall, despite the lack of specific planning. This shows an improvement since the previous inspection, especially in the areas of spiritual and cultural development. However 'the need to develop a more systematic approach to ensuring pupils' awareness of the multicultural nature of contemporary society' which was noted at that time is still relevant.
29. Pupils' spiritual development is good. The school's aims, including a sense of caring for each other and respecting the feelings and beliefs of others, are reflected in the daily life of the school. Pupils learn about the uniqueness of individuals and the wonders of life through opportunities for reflection during acts of collective worship, through religious education lessons and by well-taken incidental opportunities that occur daily. The sense of calm purposefulness that permeates the school combined with the realisation that everyone in the school community is of equal importance gives pupils security and provides an environment conducive to spiritual growth. Assemblies provide a good balance between respectful worship and a celebration of group and individual achievement accompanied by music and prayers meaningful to the pupils. Pupils showed amazement in a science lesson that shadows got bigger the closer puppets were to a light source. In another science lesson they were enthralled by the movements of a worm observed closely by the skilful use of information and communication technology.
30. Pupils' moral development is very good. This is helped considerably by the very good relationships throughout the school and by the uniformity of expectations and consistency of approach. Staff and pupils treat each other with respect, speaking quietly and kindly to one another but expressing opinions firmly. Although each class draws up its own rules, rewards and sanctions are uniform and clearly understood. Pupils are told simply and clearly where their behaviour falls short of expectations but there is no dwelling on misdemeanours with pupils praised as soon as improved behaviour warrants it. Rewards are age appropriate with the majority of pupils responding positively to quiet words of praise. Stickers and certificates are much prized as is sitting at a special dinner table for a week, having been nominated by playground supervisors for kind behaviour or purposeful play. Pupils show concern for the environment from an early age. Many areas of the curriculum provide opportunities for learning about recycling, about our effect on the environment and our responsibility to this and future generations. It is commendable that where accommodation is so cramped pupils show respect for each other's personal space. The very high quality of displays are valued and respected and there is no sign of graffiti or litter.
31. Provision for social development is very good. It is well promoted through considerable opportunities for working in groups and through opportunities for independence and expressing opinions. A very good example of this is the school council that has representatives from Years 2 to 6. Pupils learn that their decisions can make a real difference as they are given responsibility for raising money for playground equipment and help choose which charities to support. Pupils are learning to develop a social conscience through their impressive fund raising activities. Each term they support one local and one wider ranging charity. An example is the large sum of money raised to help fund a fishing boat in the Gambia following links with and visitors from, that country. A noticeable feature of the school is that pupils of all ages socialise well together in school and in the playground. Older pupils act as buddies for the smaller children, keeping an eye on them and taking them to the dining hall. Year 2 pupils invite Year 1 pupils to a picnic. Pupils of all ages work harmoniously in small groups in the practical area. Pupils in Year 6 show enthusiasm for their life skills course, which promotes social responsibility through showing them how to keep safe and minimise risk taking. Residential visits for older pupils, team games and



joint activities with other schools help provide the opportunities for learning the social skills needed in the wider world.

32. Provision for cultural development is very good. The school has extensive links with a number of countries through the local Comenius project and other initiatives. Staff and students from France, Germany, Lithuania and the Gambia have visited Wellesley with some return visits by Wellesley staff. Good links also exist with a school in New Zealand. This broadens pupils' horizons in a number of ways and provides an added dimension to many areas of the curriculum. An extended stay by a student from Belgium encouraged and supported the teaching of French, which all pupils learn at a simple level. Pupils take part in the annual carol concert in Bristol Cathedral and join with other schools to make music at the Colston Hall. The high profile of arts within the school results in visits from authors, artists and dancers. A visit from a theatre group provided the stimulus for playing the school's very good range of instruments from around the world during a 'Samba Workshop' and an author in residence sparked writing skills. British culture has been at the forefront recently with extensive Golden Jubilee celebrations, complete with a 'street' party and music from every decade. The art, drama and choir clubs combined to put on a rousing production that told the tale of George and the Dragon. Pupils in Year 4 have compiled and sent a questionnaire to a number of churches and places of worship in the surrounding district to increase their learning about a range of faiths. The only real area for improvement to support this rich and diverse provision is to promote life in multicultural Britain more actively.

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

33. Procedures for ensuring child protection and pupils' welfare are very good. The pupils are secure in a warm, clean and very well presented environment. However, some classes are cramped and congested. Consequently, in some class activities, pupils constantly have to make way for one another and this restricts progress in lessons. All adults in school are aware of the strict criteria to be observed for child protection. The school has good access to educational, welfare and medical agencies when needed. When pupils are unwell, administrative staff provide very sensitive care. A governor and staff representative co-operate in thorough risk management procedures. There are no health and safety concerns within the general framework of the school day. Minor matters of information signs are having attention.
34. Procedures for promoting attendance are very good. Monitoring of absence is thorough and lateness scrupulously recorded. Unexplained absences are rare but enquired of promptly. Attendance and punctuality are very well promoted as good habits to be fostered for the future. There is very good information and comment on the criteria of absence through the school prospectus, the governors' annual report and by comment on pupils' end of year reports.
35. The policies and guidelines for promoting responsible behaviour are very good. They are well publicised to pupils and their parents. Staff have very high expectations of the pupils' self-discipline. The systems of positive rewards are extremely well structured to encourage good conduct from the day pupils enter the school. Guidelines are consistently put into practice in all classes and sanctions are wisely used. Occasionally, a few pupils have personal behavioural problems. Any emerging signs of repetitiveness are viewed with disappointment. All involved share mutually in sorting things out, generally with rapidly improving results. Bad behaviour or bullying are unexpected. Any tendencies are dealt with promptly and effectively, speaking to all involved. Very occasionally the school does not have the full backing of a small number of parents on specific instances.
36. Procedures for monitoring and supporting pupils' personal development are very good. The headteacher, teachers and learning support assistants work very well together as a team. There are regular meetings where pastoral care is paramount. Parents realise this and strongly support the staff as they help their children to become mature and responsible. Staff know all the pupils well and work conscientiously to build up their self-esteem. Pupil management is established, largely without raised voices, resulting in quiet industrious activity. Good work and endeavour are fairly praised. Attitudes to purposeful work are strongly encouraged and supported in all lessons.

This was reinforced during the recent national testing week when the school provided a breakfast club for Year 6 pupils. Parents are very pleased that teachers expect their children to work hard and do their best. Topics for assemblies, pupils' monitoring roles and the personal, social, health and educational lessons are co-ordinated. They are skilfully used to promote responsible attitudes to work, behaviour, relationships and decision-making. Lunchtime supervisors work quietly and purposefully. They successfully promote a very good atmosphere over lunch and stimulating interactive play, especially with the younger groups. Pupils readily and confidently share their thoughts with staff. The great majority of parents, likewise, feel the headteacher and staff are always happy to discuss any questions or concerns. Appointments can readily be made for more formal matters.

37. Procedures for assessing pupils' attainment and progress are excellent. This shows a significant improvement since the previous inspection where procedures, although judged good overall, had some significant weaknesses. Teachers use careful baseline assessment well to plan individual programmes of work for children. All pupils take national tests at the end of Years 2 and 6, with pupils in Years 3, 4 and 5 taking optional tests. Close analysis of these results is used to plan future work. For example, the school has concentrated heavily on investigative activities in science because a weakness was noted on analysis of pupils' work.
38. The school uses sophisticated methods of assessment, which it has selected carefully. This wide range of data is shared well with staff. It makes very good use of national and local initiatives as well as implementing excellent internal procedures. The school has worked jointly with Exeter University and local schools for three years on drawing up common assessment procedures and sharing the information gained for the mutual benefit of all schools. The data gathered is shared with the local education authority and governors who draw on this information to set targets for the school. Individual targets are agreed with pupils and parents during the autumn term and reviewed during a meeting in the spring. Teachers report on progress in annual reports, which meet all statutory requirements. These reports are informative, helpful and personal, reflecting the progress of individual pupils.
39. Teachers' planning is monitored weekly and this helps ensure that work planned for groups and individuals reflects knowledge gained from assessment procedures. The school has carefully identified and monitored groups of pupils and formed teaching groups based on this information. For example, older boys and girls are sometimes taught separately for reading. Booster groups, sometimes after school, support pupils needing help to reach expected national levels. Very good practice is seen in the 'First of the month' books where all pupils produce a piece of written work, which is clearly annotated by teachers who note areas for improvement. These portfolios give excellent evidence of progress over time.
40. Marking, which was criticised at the previous inspection, is now a major strength of the school. Teachers have successfully adopted the common practice of concentrating marking on the planned outcome of the lesson or on individual targets. This means that work is not over-marked but provides pupils with clear guidelines as to where they have done well and how they can improve.
41. The procedures for assessing pupils with special educational needs are exemplary. The school implements statutory procedures thoroughly. Pupils are quickly identified and monitored carefully. Targets on individual education plans are easy to measure and updated regularly. Annual reviews for the small number of pupils with statements include the assessment by parents and the pupils themselves as well as school staff and outside agencies as appropriate. The educational provision on statements is looked at carefully, with pupils receiving the type of teaching or support specified.

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

42. The great majority of parents view the school very highly; this is a continuing strength since the last inspection. It is very evident by the positive return of questionnaires, from comments made at the parents meeting with the registered inspector and by parents spoken to during the inspection. They have confidence in all the school sets out to do. They are very pleased with what is consistently achieved. However, a very few parents do not readily co-operate with the school or fully support their children's education.
43. The school successfully maintains very effective links with parents from the time that their children are carefully inducted into school. Parents agree they are very well informed on all school matters. There are questionnaires to share school developments and take into account parents' views. There are regular newsletters and an informative parents' notice board. There is a comprehensive well-written school prospectus. The governors' annual report is written in tabloid form. It gives a clear indication of areas discussed in the past year, decisions taken and how they impact on the school and its work.
44. Information on pupils' progress is very good. Parents receive regular written curricular information but attendance at workshops and curricular related evenings is only moderate. There are ample opportunities to talk to teachers throughout the year, together with the open days and consultation evenings. Consultation evenings are well attended. Individual targets are promoted at the autumn consultation evening and reviewed at the spring meeting. Annual written reports are individual to the pupil and well detailed. Alongside is some good evaluation and comment on how well targets have been achieved. Parents are encouraged to add comment and a growing number are doing so.
45. Parental contribution to their children's learning is satisfactory. The school strongly encourages parents to be involved in their children's learning at school and at home. The agreement made between home and school has a good response and is updated annually with the helpful co-operation of parents. Reading records shared between home and school are well used by some parents. Dialogue with parents is freely and effectively used to support individual pupil needs. A few parents expressed concerns regarding levels of homework. The inspection team found the levels and quality of homework are good and compatible with that of similar schools. Parents are regularly invited to help in school. A very few parents and friends of the school regularly assist in lessons. Their loyalty is valued and planned for. Many more help with trips and visits and at events. A small group of parents is involved in developing story sacks. Parents look forward to the many opportunities for attending the variety of school events, such as Christmas and Harvest and special assemblies. School productions have to be staged on several occasions to the delight of parents and extended families who all wish to see them.
46. The Friends of Wellesley School Association is enthusiastic and proactive for the good of the school. Teachers are fully involved in all the association seeks to accomplish. This is exemplified by strong support for academic as well as social input. For example, the group contributed to the current vision statement of the school and holds parent forums. There is support for the shared reading schemes and busy assistance at school events, such as sports day. All parents are automatically members of the association and invited to attend planning meetings. They enjoy social events such as family discos and skittles. The group works hard to raise funds by a range of efforts, such as with a world football sweep. The proceeds are well used for extra school resources such as the very useful movable staging for the main hall.
47. Parents are kept fully informed in all procedures relating to special educational needs. It is pleasing to note that attendance at meetings to discuss pupils with special educational needs is 100 per cent.

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

48. The headteacher has created a secure educational environment where her high performing staff are valued and are keen to inspire pupils in their learning. The school aims to provide 'a happy, caring community, creating confident independent learners in a stimulating environment where everyone is valued' and this is successfully achieved through outstanding planning and strategic planning of the highest quality. The headteacher has carefully ensured that all staff work together as a cohesive team and those with management responsibilities have been empowered to develop their identified areas of management. For example, the highly effective deputy headteacher works very closely with the headteacher to ensure that quality improvements are achieved. There is an outstanding commitment to improvement and an excellent capacity to succeed.
49. The management of special educational needs is excellent. The headteacher is currently the co-ordinator but will relinquish this position at the start of the new academic year. All money allocated for special educational needs is used efficiently and all systems to record assessment and progress are thorough. The governors are knowledgeable and support special educational needs issues. Resources are well chosen, plentiful and used to good effect.
50. The governing body has a clear committee structure and successfully fulfils its statutory duties. Governors are knowledgeable about all aspects of school life and have a good understanding of its strengths and weaknesses. They work closely with the staff, provide good quality support and make critical evaluations of all major decisions.
51. The monitoring, evaluation and development of teaching is excellent. There is a systematic programme for monitoring lessons, plans and books, which is very effectively carried out by the headteacher and curriculum co-ordinators on a regular basis. The performance of pupils is analysed very thoroughly and staff work very closely together to evaluate the quality of teaching and learning. Senior management have developed outstanding monitoring procedures for successfully evaluating the school's performance and the very best possible use is gained from analysing test results. For example, the literacy co-ordinator has analysed the need to group different aspects of writing together to ensure that the pupils gain an adequate focus. As a result, some areas of the literacy strategy have been grouped together to ensure consistency in the development of skills. The identification of differences in attainment between boys and girls has led to specific focus groups to meet their differing needs.
52. Financial planning is agreed by staff and governors and is very closely linked to the educational priorities that are identified on the detailed school development plan. Very good use is made of all available resources and all funds are carefully matched to the priorities that have been identified in the plan. Excellent use is made of specific grants; for example, the headteacher is highly skilled at gaining extra funds from building societies and local industries. The large carry-over figure in the current budget is required for the national pay awards for non-teaching staff, which are overdue. There was also a large amount of additional monies provided by the local education authority after the budget was set and this has been very carefully allocated for projects to be achieved in the near future. For example, the school will use this money to fund a floating teacher, planned to improve continuity in teaching in the event of staff illness. Very clearly identified routines have been established to enable the headteacher and governors to monitor the deployment of resources. Best value principles are clearly understood; for instance the views of parents are sought about a wide variety of subjects, standards are compared to local and national schools, prices are carefully compared when purchasing resources and challenging targets for improvement in standards are set. Day-to-day financial management and administration of the school are very good. This is because of a highly skilled secretary who has been very well trained in efficient administration procedures and in the very effective use of new technology.
53. The school is very well staffed with appropriately qualified teachers and there is a very good number of highly trained support staff. A very rigorous performance management structure is in place and strategies have been clearly adopted. Excellent procedures are in place for the induction of newly qualified teachers who receive very high quality guidance and support. The school very effectively provides training for new teachers from the local teacher training institutions.

54. The outdoor accommodation is spacious and a safe and secure area for the Foundation Stage is used very well as an integral part of their curriculum. The internal accommodation of the school is very well maintained and provides a stimulating environment for the pupils through the use of very high quality display. There is a large practical area that is used very well to promote teaching and learning in art and design, design and technology and information and communication technology. There is also a comfortable and well-resourced library. However, the accommodation does not adequately meet the needs of the overall curriculum. As a result, the teaching of whole class lessons, such as in literacy and numeracy, are very difficult because class teachers are unable to have all pupils in their sight and there are times when the resources are not visible to the whole class. This has a negative impact on the quality of learning. In addition to this Year 1 are based in a temporary outside classroom. Although this is spacious and well maintained, pupils in this class gain very limited access to the large practical area where most of the computers are kept. This means that they miss many valuable opportunities of working together with other year groups and sharing practical skills. The school has no corridors and entry for this class necessitates moving through the reception area.
55. The school has a good range of learning resources that enable the curriculum to be taught effectively. The library is an attractive area with a good range of books. No areas of shortage were noted and funds are well spent in keeping the resources up-to-date and in good condition.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. To improve the quality of education, the governing body and staff should:
- In consultation with the headteacher and other appropriate bodies, seek ways of effecting improvements to the restricted classrooms because the current accommodation imposes significant restrictions on the quality of provision for Years 1 to 6 (paragraph 54).

In addition to the key issue above, the following less important issue should be considered for inclusion in the action plan:

- prepare the pupils to live and work within their own multicultural society (paragraph 32).

## 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	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	22	17	2	0	0	0
Percentage	7	50	39	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	203
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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*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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	12	12	12
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	80 (96)	87 (89)	87 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	12	12	12
	Total	24	26	25
Percentage of pupils at NC level 2 or above	School	80 (93)	87 (93)	83 (93)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	16	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	9	8	16
	Total	16	16	26
Percentage of pupils at NC level 4 or above	School	59 (79)	59 (86)	96 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	12	12	16
	Total	20	20	26
Percentage of pupils at NC level 4 or above	School	74 (79)	74 (82)	96 (100)
	National	72 (70)	74 (72)	82 (79)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	2

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	24
Average class size	29

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

Total number of education support staff	9
Total aggregate hours worked per week	153.5

*FTE means full-time equivalent.*

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

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

*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	2001 – 2002
	£
Total income	448,819
Total expenditure	443,059
Expenditure per pupil	2,226
Balance brought forward from previous year	36,425
Balance carried forward to next year	42,185

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Number of questionnaires sent out	203
Number of questionnaires returned	64

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	6	0	0
My child is making good progress in school.	58	38	5	0	0
Behaviour in the school is good.	47	48	0	0	5
My child gets the right amount of work to do at home.	39	47	11	3	0
The teaching is good.	69	30	0	2	0
I am kept well informed about how my child is getting on.	42	50	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	41	50	5	3	2
The school is well led and managed.	69	28	0	0	3
The school is helping my child become mature and responsible.	56	38	5	0	2
The school provides an interesting range of activities outside lessons.	33	39	19	5	5

## **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**

57. Children are admitted into the Reception class at the start of the academic year in which they will be five. The reception children follow the Foundation Stage curriculum, which is a step in education prior to starting the National Curriculum in Year 1. Most have attended a local nursery or playgroup before they start school. Attainment on entry into school is well below the expected levels for this age group. Particular areas of weakness are low levels of language and social skills.
58. The school follows closely the early learning goals, the nationally recommended Foundation Stage curriculum in Reception. This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured. Most children start school with standards in all areas of learning that are well below the recommended levels for this age. A significant minority of children experience speech difficulties. During their first term in the Reception class almost all children confidently work within the second stage or '*stepping stone*'. By the time they are ready to start Year 1 of the National Curriculum all children have made good progress in relation to their prior attainment and most are working within the final stage or '*stepping stone*' of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative development; attainment in physical development is above that expected for children of this age.
59. Pupils make good and often very good progress because of the very good teaching and learning. This is a considerable improvement since the last inspection, when teaching was judged to be satisfactory. Children quickly settle into the routines of the class because very good procedures ensure that good links are firmly established with home, ensuring that they are well prepared to start school. The information collated from baseline assessments is used effectively to provide appropriate support. Children with special educational needs are identified on entry into school and effective learning programmes are put in place immediately. The learning support assistants work very closely with the teachers and work effectively as a team. Work is planned with a very clear focus on childrens' individual learning needs and a wide range of stimulating activities in all areas of learning is provided. All adults give very clear instructions and encourage children to listen carefully. Good use of praise motivates the children, encourages engagement in learning and promotes self-esteem. Both the indoor and outdoor areas provide a stimulating learning environment where there is a good range of learning resources available, that have a positive impact on their learning. This is also a good improvement since the last inspection when the accommodation for this age group was considered cramped. The provision for children before they start Year 1 of the National Curriculum is very well co-ordinated and has improved considerably since the last inspection.

#### **Personal, social and emotional development**

60. All children, including those with special educational needs, make good progress and nearly all reach the final progressive stage or '*stepping stone*' in the early learning goals of the Foundation Stage by Year 1. This is because the quality of the provision for personal, social and emotional development is very good. Teachers and other staff successfully use all opportunities to further children's personal, social and emotional development. Children know that they must put on painting aprons before they start creative work and attend to their own personal hygiene after visiting the toilet. They are very well behaved and polite and have a very good awareness of simple class rules. The children take turns with equipment and happily share resources. For example, they confidently took turns sorting out sea creatures in the water trough and knew that they had to share the equipment. They are developing an ability to work together; children play

happily together or beside each other in the role-play area or at the sand tray. They know that they must take turns and this was clearly evident during 'show and tell'. During this session the children knew that they had to listen while one person told them their special news or showed a precious toy. It was clear that the children had developed good listening skills and had made progress in their ability to be interested in their peers. They respond very well to the wide range of stimulating activities. The children show real interest in all activities and always sit quietly when adults are talking. Very good attitudes towards learning develop as a response to the skilful management of the teachers and learning support staff.

### **Communication, language and literacy**

61. Children start school with a wide variety of attainment in communication, language and literacy skills; a significant minority have speech problems and find difficulty communicating in a coherent manner, whilst others make interesting use of vocabulary. The quality of teaching in this area of learning is very good and all children develop their communication, language and literacy skills well. By the time they are ready to start Year 1 of the National Curriculum the vast majority have attained the final stage or 'stepping stone' of the Foundation Stage. Children with special educational needs are fully included in all activities and are well supported by staff who have a very good understanding of their difficulties. The children interact appropriately with each other and take part in conversations. They enjoy listening to stories read by their teacher and independently use story tapes. Speaking skills are developing well and the children enthusiastically extend their vocabulary. The children follow specific themes that have been carefully planned to extend their vocabulary and these are skilfully used to introduce a whole range of activities that successfully encourage excited chattering. For example, children were observed playing in the role-play area, which was a train. They confidently acted out going on the train to the seaside and the shops and used a wide range of vocabulary to explain where each other were going. Reading skills are also promoted very well through large picture books, which are shared very well with the children. They start to listen carefully to stories and learn to understand that print in books carries meaning. All children start to interpret stories through pictures in suitable books and are able to 'tell' the story. Above average children remember relevant words from the story such as the name of specific characters. They also quickly recognise words that frequently occur. However, children are not aware that authors are people who write books and few are able to talk about their favourite stories. Children write their names, understand that marks on paper carry meaning and explain to adults what the marks represent. For example, they make shopping lists, write notes and make booklets about favourite fairy tales. By the end of Reception, standards in writing are as expected for the age group. Above average children write independently and explain what they have written. This was evident in one child's book where she had used her knowledge of key words well to write 'I like when the Rainbow Fish shed his scales and he was happy'. Below average children make marks on paper and 'discuss' what they have written. Most children hold pencils correctly and are starting to form clearly recognisable letters.

### **Mathematical development**

62. By the time that the children are ready to start Year 1 of the National Curriculum the vast majority of the current reception group will have attained the expected final level or 'stepping stone' for their age group. All children make good progress; those with special educational needs are supported well to ensure that they are fully involved in all activities. By the end of the Foundation Stage almost all children recognise numbers up to 20 and put them into sequential order. The above average children work on simple addition and are able to take two away from 12. Children identify two-dimensional shapes such as circle, square and triangle accurately and use them to create pictures. Above average children recognise spheres, cones and cubes. They confidently explore patterns and most understand the terms 'long', 'short', 'narrow' and 'wide'. The quality of teaching in this area of learning is very good. This was evident in a mathematics lesson where positional language such as 'between', 'behind', 'above' and 'below' were taught very well. Activities for the different capability groups were very clearly planned and this ensured that all children were fully included in the session. High quality use was made of the outdoor area and good resources, where below average children were encouraged to use the appropriate mathematical language by

very focused input provided by a very effective learning support assistant. For example, they jumped 'over' the bench and walked 'between' some ropes.

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

63. Children start school with varying levels of awareness of the world around them. However, by the time that the current reception children are ready to start Year 1 of the National Curriculum, the expected levels in this area of learning have been achieved. The overall quality of teaching and learning is very good and this has an important impact on the progress made by all children. All children, including those with special educational needs, are fully included in the activities planned to develop this particular area of learning. They show an interest in the world in which they live and their learning is extended when they create simple maps. This was evident when they worked on a map showing the route taken by a bear. They knew that he had to cross an area 'oozing in mud' and then 'splish-splish' through a river. The class were able to follow a simple pictorial map, which had been created on the white board and a small group of children then drew their own pictures to illustrate the stages. The children confidently explore 'feely bags' and enjoy experimenting with a wide range of differing textures. They know that ice melts into water and carefully identify the different parts of a flower. The children talk confidently about everyday occurrences and use words such as 'yesterday' and 'tomorrow'. They develop an appropriate understanding of changes over time when they watch cress seeds grow and gain an appropriate understanding of the past and present. For instance, they identify the difference between an old steam train and a newer diesel model. When they first start school they talk about their own families and friends with growing confidence and this is developed into discussions about different traditions such as Christmas and Easter. The children operate simple equipment and their skills are stimulated through control techniques when they use computers to play a wide variety of games. Control skills are developing well and, by the end of the Foundation Stage, children are able to build using a wide range of construction equipment. They select simple tools and are able to join materials using different techniques. For example, they make felt finger puppets, which are stitched together and then glue is used to fix facial features such as eyes and hair.

### **Physical development**

64. All children make good progress in their physical development and, by the time that the children are ready to start Year 1 of the National Curriculum, they have exceeded the expected final level or 'stepping stone' for their age group. Children with special educational needs are supported well to ensure that they are fully involved in all activities. Children quickly learn to move freely around the Reception class and gain confidence as they run around the outdoor area with their friends. They gradually begin to show a good awareness of space and carefully co-ordinate their body movements around each other. This happened when they showed good control of their body positions when they pretended to move like a sea creature; this included rolling like an octopus, skipping like a sea-horse and crawling like a crab. When using the tricycles and scooters they experiment with different types of movement and gradually develop confidence and an awareness of safety. Indoors they gain increased control by cutting and rolling using malleable materials, tracing shapes in the sand and handling small pieces of plastic construction equipment. The quality of teaching and learning is very good. The children are taught basic skills such as cutting, folding and sticking paper and card. They are encouraged to hold writing implements accurately and learn to sew together pieces of material.

### **Creative development**

65. Children make good progress in the development of their creative skills and by the time they are ready to start Year 1 of the National Curriculum, they have met the recommended level for their age group. This is because the quality of teaching in this area of learning is consistently very good and is, at times, excellent. Staff plan very carefully an environment that is rich in learning opportunities and this has a very positive impact on the acquisition of their knowledge and skills. For example, teachers link the role-play areas with their topics. During the inspection the class had 'a train' set up as a role-play area and these were used to develop the imaginative skills of the

children. They successfully played alongside one another and were observed driving, giving out tickets and providing leaflets for the intended visits. They explore different colours and types of materials and learn to create different effects confidently. For instance, children were creating starfish from polystyrene containers and coloured tissue paper and this was achieved very effectively. Very good teaching methods promote musical skills. Children acquire a good knowledge of a wide range of different types of songs and rhymes. They learn to move expressively to music and respond positively to what they hear. For example, they clap in time to a rhythm and confidently move their arms to show how a train goes both fast and slow. Children respond with real enthusiasm to the use of instruments and most of the children are able to make their own musical responses using simple percussion instruments such as shakers and beaters.

## **ENGLISH**

66. Standards are in line with national averages at the end of Year 2 and have been maintained since the last inspection. Standards in the current Year 6 group are below national averages. This represents a decline since the last inspection, which can be explained by high pupil mobility and a significant number of pupils within this year group who have special educational needs. All pupils, including those with special educational needs and those who have been identified as gifted and talented, are making good progress in relation to their prior attainment.

### **Speaking and listening**

67. Standards in speaking and listening are in line with national averages at the end of Years 2 and 6. Although a significant number of children start school with poor speaking skills they quickly gain confidence as a result of very effective teaching and learning in the Reception class. They make good progress in their listening skills and, by the end of Year 2, listen carefully to each other. For example, pupils in Year 2 were observed listening carefully to a peer group who had been working with a learning support assistant in the shared area outside of the classroom. The pupils in this group were given the opportunity to explain what they had been doing. This resulted in these below average pupils gaining confidence as they spoke whilst the rest of the class showed appropriately developed listening skills. Teachers skilfully promote speaking and listening in Years 3 to 6 through a wide variety of stimulating activities such as group presentations and opportunities for individual feedback to the rest of the class. However, although pupils are confident speakers a significant number of pupils, notably in the current Year 6, have limited vocabulary, sentence structures are basic and words are not always pronounced accurately.

### **Reading**

68. Standards in reading are in line with national averages at the end of Year 2. Pupils in Year 2 enjoy listening to stories read to them and know that authors write books. They use pictures to work out the meaning of the print and identify key words using letter sounds. They talk about familiar stories such as 'Goldilocks and the Three Bears' and 'Little Red Riding Hood'. Standards in reading within Years 1, 3, 4 and 5 are also in line with national expectations; most pupils in these year groups are reading appropriately and are able to tackle a range of differing texts confidently. Throughout the school all pupils make good progress in relation to their prior attainment. Year 1 pupils understand the difference between fact books and storybooks. Above average pupils in Year 3 enjoy reading Harry Potter books 'because they are adventurous' and know how to use indexes, glossaries and contents pages. Average pupils in Year 3 confidently discuss the characters in their reading books but below average readers have difficulty working out unknown words. Year 4 and 5 above average and average pupils are confident library users and have regular reading habits. Expression and fluency are developing well. In Year 6 above average pupils in this cohort are developing an appropriate understanding of the role of different characters in books and discuss differing events in the books. However, although they understand how to use the classification system in the library to seek out information, few of the pupils in this class read for pleasure. Year 6 pupils have little knowledge of different authors and very few talk about different styles of books. They show little interest in reading despite constant stimulation from teachers. When they read aloud their voices lack expression and fluency. Many are hesitant and continually seek support from adults as they read.

## Writing

69. Standards in writing at the end of Years 1 and 2 are in line with national averages. Pupils enjoy writing and show positive attitudes in their wide range of writing experiences. This is because the quality of teaching and learning is consistently very good and this promotes the pupils' enthusiasm and interest. By the end of Year 2 above average pupils write with developing fluency in paragraphs that are correctly punctuated with full stops and capital letters. They include speech to make their work more interesting and use the correct punctuation to show spoken words. For example, one pupil explained that the character Mitchell in his story shouted "Get out" to make his writing lively and realistic. Average pupils mostly remember to punctuate accurately, including the use of question marks. They understand the importance of a 'proper' noun and know to use capital letters for people and the names of places. Below average pupils are developing recognition skills of key words such as 'with', 'went' and 'shops'. They understand what an adjective is but frequently forget to include full stops. Standards are also in line with national expectations in Years 3, 4 and 5. By the end of Year 3 above average and average pupils devise play scripts with settings, characters and plots; dictionary skills are used well to support their work. Pupils also understand how to create homophones such as 'Bossy Bobby bugged me out of the boring boat'. There are excellent procedures in place to assess individual pupils' learning and these are used very well to inform future planning. As a result, by the end of Year 4 pupils are continuing to make good progress. This is evident in their use of writing for a wide range of purposes. Above average and average pupils confidently use adjectives in their writing. For example, one pupil wrote about old peoples faces looking 'soggy and baggy like an old paper bag'. By Year 5 pupils are able to write fairy tales from varying points of view such as from the third pig in the 'Three Little Pigs' or from the wolf's point of view. Good attempts are made at developing the argumentative techniques. For example, pupils maturely discussed the disadvantages of litter and graffiti in Yate. In Year 6 a minority of pupils write at length using chapters and formulate a wide number of different types of letters. For instance, they write letters of complaint with clarity. Whilst most pupils understand the contents of a 'thank you' letter and use capital letters and full stops, a significant number of pupils are unable to write at length using a wide range of vocabulary. Very few pupils in this cohort are writing at a higher level than expected for Year 6 and overall standards are below average.
70. The impact of a whole school focus on handwriting is having a positive impact on the formation of letters. Teachers set pupils targets to improve their writing and, as a result, it is legible and generally neat throughout the school.
71. Throughout the school pupils make good use of their literacy skills to support other areas of the curriculum. They write instructions for their design and technology lessons, such as how to make an Easter card; they discuss celebrations from other faiths in religious education sessions such as Hannukah and Divali; they write about Guy Fawkes in history and give geographical explanations using their literacy skills. Their good levels of skills in information and communication technology are used well to publish pieces of work and this link has a positive impact on both subjects.
72. Pupils' achievement is good because the overall quality of teaching and learning is very high. This is a significant improvement since the last inspection. Throughout the school all teachers have a very good understanding of the literacy strategy and this ensures that basic skills are taught very well. Lessons are thoroughly planned and learning objectives clearly identified. In the best teaching, the teacher returns to these objectives during the plenary, ensuring that the pupils are involved in their own learning. Very good use is made of high-quality resources, which include big picture books, whiteboards and individual learning aids. For example, pupils in a Year 5/6 group used individual 'whiteboards' to display their answers to their teacher's questions. This not only ensured that all were involved in this session, it also enabled the teacher to keep a firm check on



who actually understood the letters in focus. Very good use is also made of classroom assistants, who conscientiously work with pupils, particularly those who have special educational needs. These assistants work very closely with teachers to ensure that their support is suitably targeted. Lessons are very well paced and this ensures that pupils work productively and with interest. Teachers use very good methods of behaviour control, which the pupils respond well to. For example, in the Year 4 class very good use was made of humour to keep the pupils on task and this ensured that they were well motivated. During this lesson the teacher encouraged the pupils to think about using persuasive text to promote either their school or the English football team. This thoroughly stimulated the pupils and increased their concentration on the lesson. As a result, they were able to use simple phrases such as 'Wellesley School is cool but it does not have a pool'. All teachers refer to individual, group and class targets throughout the lesson and this both inspires and motivates the pupils. Homework is also used well to recap on previous learning and also promotes good working habits.

73. The co-ordinator is passionate about the subject and this results in outstanding management. This is a very good improvement since the last inspection. Points for improvement identified at the last inspection have been systematically dealt with. For example books, suitable for pupils with special educational needs, have been purchased and have been successfully deployed throughout the school. The co-ordinator has organised special events such as book weeks, poetry and handwriting competitions and visiting authors. There is a detailed programme for monitoring and evaluating the quality of teaching and learning and this ensures that there is a secure overview. The very well stocked library promotes the subject well and encourages pupils to use their research skills well to promote learning across the curriculum.

## **MATHEMATICS**

74. By the end of Year 2 pupils' standards in mathematics are broadly in line with the national average and this reflects the findings of the previous inspection. Standards for pupils at the end of Year 6 are below national averages. However, although this is an improvement from the previous year's national tests, it is a decline since the previous inspection. This reflects the initial capabilities of the pupils entering this year group. There is a marked improvement in standards for pupils in Years 3, 4 and 5 which are as expected.
75. Pupils throughout the school achieve well, particularly in their investigative and problem-solving skills. Standards in this area of mathematics are at the expected levels for most pupils in Years 2 and 6. This improvement is a result of the school's focus on mathematics in recent years. The scheme of work provides clear steps of progress for all capabilities and age groups. This ensures that the work is well matched to pupils' identified attainment and extends the learning of all, including above average pupils. The school has excellent procedures for assessing pupils' achievement and progress. It analyses results of the national tests by gender and prior attainment and uses the findings to provide work that meets pupils' differing needs and interests. This ensures there is no noticeable difference in attainment between boys and girls. All pupils with special educational needs, including those who are gifted and talented, also achieve well.
76. The subject leader's enthusiasm ensures that pupils enjoy their work and teachers are confident in their teaching. The quality of teaching is very good overall and reflects teachers' increased confidence. This is very noticeable in the effective use of the National Numeracy Strategy, which gives pupils a carefully structured session of mental and written mathematics each day. The school is reviewing its current provision to focus more closely on identified needs. It provides good quality support for those pupils who have special educational needs, ensuring they make good progress towards their mathematical targets. The high quality of teaching and the sharper focus on number and quick mental recall of facts contribute effectively to the good progress pupils make. The mathematics curriculum is broadly based, well balanced and very relevant to the needs and interests of pupils. For example, the teachers use current events such as the world cup to promote interest in mathematics. There is a significant improvement in the quality and consistency of marking since the previous inspection. The school monitors progress very carefully and ensures that all pupils know what they need to do to improve their work.

77. Many pupils enter the school with a well below average range of skills in number. They develop and increase these effectively in the Reception class and achieve well. All the teachers ensure that the pupils build well on their early work. They develop the use of accurate mathematical language effectively and work practically to solve problems. The majority of pupils are confident in explaining the reasons for their answers. For example, a pupil in Year 1 was working out how to make 11p. 'I know 2 and 3 makes 5 so I counted on 6 and that makes 11p'. By Year 2 most pupils estimate numbers without counting on and are confident in their use of money. They work together and support each other well. For instance, pupils work together in pairs to find the least number of coins for a given amount of money. One pupil explained how he and his partner 'both worked it out. You need 50p and 5p and 1p to get 56p'. The teachers use questions skilfully to involve all pupils in discussion sessions. They use learning support assistants effectively to ensure that pupils with special educational needs join in class discussions. They achieve well in relation to their identified targets. The above average pupils develop a clear understanding of how to work out and use sums of money up to ten pounds. This generates much excited discussion about the cost of different items. The analysis of work shows that all pupils sequence numbers accurately and work out number patterns correctly. Just under half are secure in their use of ordinal numbers and in their understanding of the principle of multiplication. All pupils name common two and three-dimensional shapes accurately and approximately one third understand the concept of reflective symmetry. Most pupils use correct mathematical vocabulary such as edge and corner to describe the properties of shape. This makes a positive contribution to increasing pupils' understanding of mathematical vocabulary. Careful and constructive marking ensures that the pupils are aware of their achievement and what they need to do to improve.
78. By Year 6 the continuing high quality of teaching ensures that most pupils have secure skills in their ability to use and apply mathematics. They use a suitable mathematical vocabulary and the teacher encourages them to find different ways of solving problems. The pupils explain their reasoning confidently and draw effectively on previous learning. For example, a pupil explains how to work out the area of a square piece of cake. 'I know my 9 times table and  $9 \times 9$  is 81 so each side is 9 cm'. The teacher challenges pupils to clarify and justify their work as the lesson progresses. This increases the pupils' self-confidence, enjoyment of maths and their ability to work independently. The teacher works hard to increase pupils' understanding and use of vocabulary specific to mathematics. This improves the competence of all pupils, including those with special educational needs, to deal with numbers mentally and in writing. Most pupils reach the standards expected from pupils of similar age in their number skills. Above average pupils are able to solve decimal problems using addition. The use of linking work between Year 6 and Year 7 makes a very effective contribution to the pupils' preparation for work in the next stage of their education. Pupils in Year 5 achieve similar standards to the pupils in Year 6, with more pupils working at the higher level of achievement. They respond enthusiastically to their teacher and have a clear sense of purpose and enjoyment in their work.
79. The analysis of work shows that most pupils in Year 6 understand the correlation of percentages and decimals. They have a secure level of understanding in using metric weights and measures. Many pupils find the perimeters of simple shapes accurately. The above average pupils use their knowledge to work out the perimeter of irregular shapes. All pupils use bar charts accurately to represent collected data.
80. The school makes effective use of information and communication technology to support work in mathematics. An example of this was when pupils in Year 4 used laptops to recognise the pattern in the 8 times table. 'The unit is 2 more and the tens are 1 more'. 'Yes, you take 2 away from the units and add 1 to the tens'. Pupils express amazement that even number tables end in even numbers but odd number tables have even numbers in them. This is a result of skilful and carefully focused questions from the teacher.
81. The effective implementation of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. All lessons begin with a short mental arithmetic session and end with a structured summing up session. This enables pupils to understand what they have learnt. It gives teachers clear understanding of what the pupils know. All the teachers use this knowledge effectively to reinforce their teaching and improve pupils' standards. However, the cramped and

irregular shape of the classrooms have a negative impact on pupils' learning. The school constantly seeks ways to increase pupils' confidence and ability in decision making, mathematical investigation and problem solving. This is an improvement since the previous inspection.

82. The quality of teaching in mathematics reflects the quality of learning. Overall, teaching is very good throughout the school. A direct result of the teaching is the speed with which pupils acquire new skills and their ability to consolidate previous skills. They relate these skills to their current tasks and to other areas of the curriculum. For example, pupils from all year groups use a wide range of graphs and charts to record their findings in science. All teachers use questions very carefully to ensure that pupils give logical reasons for the problem solving strategies they use. This is particularly noticeable as they progress from Year 3 to Year 6. For example, in Year 3 the teacher targets specific pupils to ensure they fully understand how to work out money problems. The pupils explain their reasoning confidently and use the correct mathematical vocabulary. The teachers and learning support assistants provide good examples in their respect and value for pupils' contributions. This increases the pupils' self-esteem, respect for each other's contributions and co-operation skills. It ensures that the pupils behave very well in lessons, concentrate hard and enjoy their work. All teachers have a very secure knowledge and understanding of the subject. They plan lessons carefully and use questions very effectively to extend pupils' thinking. All teachers make good use of formal and informal opportunities for pupils to practise their number skills. They teach the basic skills of computation well and this makes a positive contribution to pupils' learning and achievements.

## SCIENCE

83. Standards are broadly in line with the national average at the end of Years 2 and 6. All pupils, including those with special educational needs and those who have been identified as gifted and talented, are achieving well in Years 1 and 2 and very well in Years 3 to 6. This does represent a decline since the last inspection, which can be explained because almost all pupils are reaching the expected levels by the end of Year 6 but very few pupils reach higher levels. The school identified a weakness in investigative science and has concentrated considerable effort on this area of the curriculum to good effect. However, the full benefit will only be seen as pupils work their way through the school. Progress in relation to standards since the previous inspection is satisfactory but the quality of teaching, assessment and resources have all improved.
84. Pupils in Years 1 and 2 are achieving well. Pupils are already undertaking simple experiments and making predictions. They are very keen to join in discussions and express opinions but sometimes a limited vocabulary is displayed. 'Wind that bit up then it will go by itself' said one pupil pointing vigorously at his mechanical car. Through investigation pupils in Year 1 begin to understand force. They discover where they can use pushes and pulls on playground equipment then, back in the classroom, predict which force is needed to activate small toys. They explore what effect squeezing will have on a variety of materials and discuss reversible change before recording their results on a chart. By the end of Year 2 pupils make simple circuits and label the components. They learn to sort using different criteria such as natural or man-made, flying or non-flying. When classifying people they note 'some people can climb trees, some can't' and record their information in a range of ways.
85. Pupils in Years 3 to 6 achieve very well because teaching provides exciting opportunities for exploration, resources are good and pupils work very hard. Pupils in Year 3 begin to ask scientific questions then experiment to find the answers. They display skills learnt in literacy as they discuss the meaning of 'opaque, translucent and transparent' before using an overhead projector as a light source to discover which materials make the best shadow puppet. Pupils continue to work very hard in Year 4 and start to think as scientists. They recognise that heating brings about change and know that for a fair test careful weighing is important. Pupils present results in many ways, making especially good use of skills learned in numeracy to compute graphs, charts and pictograms. Data handling skills are proficient. Well-planned work continues to engage the interest of pupils in Years 5 and 6. They predict what will happen to their pulse rate

during and after exercise. They collect evidence after a number of activities, taking their own pulse accurately and knowing that timing must be accurate. Pupils have good knowledge of the circulatory system so they know that the heart is pumping faster to circulate oxygen to the muscles. By the end of Year 6 pupils know that light travels in straight lines. They recognise a number of symbols as they assemble electrical circuits and work with partners to classify plants. Pride is demonstrated in very well presented and challenging work recording angles of reflection.

86. The quality of teaching and learning is very good overall. It ranges from satisfactory to excellent with the majority of teaching being very good. Learning is good overall for pupils in Years 2 and 3 and very good for all other pupils. Where teaching is at its best the work is demanding but exciting and the teacher employs methods that ensure success for all pupils. More able pupils and those with special educational needs make the same very good progress as their peers because they are supported and challenged to succeed at their own level. Failure is not an option. Teachers have very good subject knowledge as was demonstrated in an excellent lesson where pupils studied worms. Learning was considerable as they used hand lenses to observe behaviour carefully and then wrote predictions of what might happen in wormeries over the next two weeks. Discussion was lively as an outstanding teaching assistant guided pupils to use the microscope and helped them record images of the worms via the digital camera. 'Worms stop all the dead plants and animals piling up,' wrote one pupil, whilst another noted 'earth worms are all busy re-cyclers'. Relationships between all adults and pupils are so good and support staff so well briefed that their contribution to learning is considerable. This was seen in one lesson where, as part of the subject's excellent assessment procedures, a teaching assistant noted that, rarely, 'this child does not understand the learning intentions and found the task difficult'. Resources are plentiful, of good quality, well stored and used efficiently to promote good learning. The limited accommodation is a constraint in some lessons, although the central practical area is used well. It is difficult to see all pupils at the same time from some parts of one classroom and there is little space for investigation in all classes. In the lesson where teaching was satisfactory too many tasks had been planned for but learning was constrained because not all pupils could see clearly as their peers stood in hoops to demonstrate Venn diagrams. All teachers promote the learning of basic skills very well.
87. The management of the subject is very good. The co-ordinator is well qualified and her confidence has permeated throughout the school. She has modelled lessons so that teachers can gain from her experience and this is clearly having an impact. The school has taken very decisive action about the low number of pupils attaining higher levels and has acted positively through careful monitoring and emphasis on investigative activities. The science curriculum is very good, proving to be interesting and stimulating and resulting in a very positive response from pupils. There are in-built opportunities for homework to complement learning in lessons. Activities such as science weeks involve the whole school community and contribute well to social and cultural development. The local newspaper carried reports of the making of rafts and helicopters, the science trail around the school and the special meal cooked with science in mind.

## **ART AND DESIGN**

88. The basis for judgement in art and design is one lesson, the analysis of pupils' sketchbooks and work around the school. It is evident that pupils achieve standards that exceed those of most pupils at the end of Years 2 and 6. This reflects the findings of the previous inspection. It is not possible to make a secure judgement about the quality of teaching. However, the increase in the development of pupils' skills and techniques indicates that the teaching and learning is at least good. The school's scheme of work provides helpful guidance to teachers' ensuring that pupils build effectively on their previously learnt skills as they move through the school. The highly effective subject leader transmits knowledge, confidence and enthusiasm to colleagues. This enables them to plan interesting and demanding work that makes pupils want to learn. The very good assessment procedures give a clear picture of pupils' achievement and progress and teachers use the results to plan future work. This is a significant improvement since the previous inspection.

89. By Year 2 most pupils achieve above the expected standards in their ability to look closely at objects and sketch them carefully. This is evident from the work in their sketchbooks and from work around the school. They write thoughtful evaluations of their work and suggest how to improve it, building very effectively on the work in Year 1. For example, they use their observations skilfully to make their own models of animals. The teacher gives clear direction about how to use and join clay, plasticine and vegetables. This is very effective in developing the pupils' ability to think about the properties of different materials and use them to make models. All the pupils in Year 1 look critically at work and suggest improvements. There is systematic teaching of drawing skills and techniques. This enables pupils to develop and amend their ideas as they work. They are confident in their use of pencils and pastels and also produce lively computer generated art. The school is maintaining standards similar to those at the previous inspection.
90. As they progress through Years 3 to 6 pupils build on and develop their artistic skills and techniques. This is particularly noticeable in the work pupils do in their sketchbooks. By the end of Year 3 pupils of all capabilities produce detailed sketches and evaluate their work carefully. All teachers use constructive and supportive marking to help the pupils improve their work. This includes the use of information and communication technology with work in the style of famous artists. For example, pupils use computers to produce surreal style pictures based on musical instruments. This good quality work continues into Year 5 where pupils show above average skills in their ability to use perspective and shading in their drawings. By the time they enter Year 6 pupils have well-developed skills in using a range of media and materials. They apply their knowledge of the work of famous artists effectively. For example, there are some particularly effective pieces of work showing water movements based on Monet's paintings. The work is vibrant, stimulating and interesting and pupils use a wide range of media and materials. General displays show above average skills in creating colourful and exciting compositions and collages to celebrate the Queen's Golden Jubilee.
91. Pupils are clearly interested in their work and learn new skills well. This is evident from the amount and quality of work around the school. It indicates careful teaching of skills and techniques. Pupils who have special educational needs or are gifted and talented work alongside their classmates. They receive sensitive and effective support and are fully included in all activities. This ensures they make good progress in their learning. Teachers' planning for the subject is clear. The adopted scheme of work for art provides for systematic teaching of skills and techniques. This has a positive impact on standards. There is clear and structured guidance for teaching about artists and their work. These are mainly western and American artists with little use being made of examples from cultures such as African and Asian. Teachers make effective links with information and communication technology. This enables the pupils to develop their skills in producing computer-generated art. The school provides its pupils with a well-balanced, broad and interesting curriculum. This covers all elements of the National Curriculum for art.

## **DESIGN AND TECHNOLOGY**

92. By the end of Years 2 and 6 pupils attain standards that exceed the national expectations for their age. The analysis of work, one lesson observation and work around the school forms the basis for this judgement. However, there is insufficient evidence to make a secure judgement on the quality of teaching. Standards are similar to those at the previous inspection. The highly effective co-ordinator is continuing to maintain the high profile of design and technology throughout the school. This is evident in teachers' planning, the work in books and around the school. The school uses an adaptation of a nationally recommended scheme of work and the associated assessment procedures. This is an improvement since the previous inspection and is enabling teachers to match work to individual pupils' needs and capabilities.
93. The quality of the pupils' planning and their ability to evaluate finished products is good. The pupils' planning books show that teachers place a correct emphasis on the designing element of design and technology. This ensures that all pupils exceed expectations in their ability to plan, label parts and list components. For example, it is clearly apparent when pupils in Year 2 design

and make cards. They identify the movement action, list the materials they will need and give clear instructions. All the pupils take care over the finished product. They carefully evaluate it and suggest improvements. The teacher's marking is constructive and gives pupils an increased understanding of how to plan and evaluate their work. The analysis of work on display around the school demonstrates pupils' effective application of their knowledge of forces. An example is when pupils in Years 1 and 2 use their knowledge of levers to design and make sliding mechanisms.

94. There are effective links with science as pupils move into Year 3. The teacher builds effectively on pupils' previous knowledge to ensure they understand the purpose of their work. This enables them to identify how to, for example, make their monsters move and which method to use. Skilful questioning ensures pupils of all capabilities understand how to evaluate and improve their work. The analysis of work shows that this high quality of teaching and learning continues as the pupils move through the school to Year 6. For example, pupils in Year 5 use cogs and cams to design and make moving toys. Their evaluations are clear and honest and they explain carefully what they need to do to improve the toy. By Year 6 pupils of all capabilities give clear instructions for making a shelter. They build well on their previous experience and use accurate measurements in their designs. All pupils write careful evaluations of their product and its purpose. Below average pupils make accurate lists and give acceptably clear instructions. They have less well-developed skills in finishing products. Pupils of all capabilities use fluent joined script and take care over sequencing their instructions accurately. Good use is made of the computer to produce instructions and plans. This indicates that teachers have a good understanding of the links between design and technology, information and communication technology and English.
95. All pupils, including those with special educational needs and those who are gifted and talented, have equal access to the design and technology curriculum. This is evident from the work around the school. Teachers' planning ensures that pupils who have special educational needs work in the classroom alongside their classmates. This is effective in raising their self-esteem and self-worth.

## **GEOGRAPHY**

96. At the time of the previous inspection standards in geography were in line with national expectations at the end of Year 2 and Year 6. Standards have remained in line at the end of Year 2 but are now below expectations at the end of Year 6. This is because the present cohort of pupils includes a number of pupils with special educational needs and because the number of pupils leaving and joining this class has affected progress. However, teaching has improved, with a good system for marking work. Improvement in geography since the last inspection is satisfactory.
97. Pupils are developing good geographical skills and knowledge from an early age. Pupils in Year 1 explore the local area and understand that the land is used for a number of purposes including leisure activities. They learn that graffiti and litter in the park and cars parked on the pavement are unpleasant features of the area and begin to understand the impact people's actions have on the environment. Pupils respond well and feel secure because relationships are so good. This gives them the confidence to try hard and volunteer answers. They suggest different ways to cross the English Channel: 'They dig a special tunnel that goes under the sea' said one pupil. Pupils in Year 2 continue to look at the local environment closely. They draw simple sketch maps of their route to school and understand that buildings have different purposes. Their knowledge of this country increases as they identify towns on a map of the British Isles and go on to name countries in Europe on another map. Through good teaching pupils recognise features that are similar or different between countries. They compare the crops, climate and animals of England with those of Malaysia. The teacher's good questioning techniques and the use of role-play reinforces good learning so that by the end of Year 2 pupils' standards are in line with the national average. All pupils with special educational needs and those who are gifted and talented, achieve well and make good progress because teachers plan carefully for their needs and support staff are skilful and sensitive.

98. Good teaching continues throughout Years 3 to 6. Pupils achieve well, usually working hard and presenting work well. The exception is some work in Year 6 that lacks the pride shown in work in other years. Pupils in Years 3 and 4 continue to develop good mapping skills. They start to understand symbols and use a key. They know that maps are of differing scales, marking features of the local area on one map and identifying major towns of Britain on another. Teachers plan well to ensure that the skills of literacy, including listening and speaking and numeracy are well developed. Pupils continue to show good environmental awareness, presenting their likes and dislikes of the local area by means of a graph. Consideration of the waste of food in lunch boxes provoked a lively discussion about recycling. Looking for products with the recycle label for homework reinforced this lesson well. Challenging work in Year 5 again promoted very good moral debate as pupils considered the appropriateness of a local by-pass. A traffic survey in Cardiff provoked them to consider why the commonest means of transport was the car and the least common, bicycles. By the end of Year 5 pupils' standards are still in line with national average. Pupils in Year 6 select information from a wide range of sources. They use the Internet, atlases, newspapers and books, for example when researching the Simpson Desert or the River Danube. Independence skills are developed as they choose which river to investigate for homework. However, progress slows during Year 6 so that pupils are below the national average by the end of the year.
99. The management of the subject is good. The co-ordinator monitors teachers' planning carefully and collects samples of pupils' work. Assessment procedures are effective and contribute to good progress for all pupils, including those with special educational needs. The co-ordinator has ensured a good supply of readily available and well-used resources. The curriculum is very good and promotes good learning. Very good use is made of the local area and the excellent links with other countries through the Comenius project and other contacts give the subject relevance. Younger pupils take 'Explorer Ted' on holiday, sending back postcards to school and returning with coins and information from their destinations.

## HISTORY

100. There has been satisfactory progress since the previous inspection. Standards of attainment are in line with national averages in all years except Year 6 where they are slightly below expectations. However, this is because of the nature of this cohort and does not represent standards overall. Teaching and assessment have improved and the subject still benefits from strong leadership. Pupils with special educational needs and those who are gifted and talented, make the same good progress as their peers except in Year 6 where all pupils make satisfactory progress.
101. Pupils' knowledge and understanding of history are at the expected level for pupils by the end of Year 2. Only one lesson was observed during the week of the inspection so judgements have been based mainly on discussions with pupils and staff and through looking at displays, workbooks and planning. Although no firm judgement can be made about teaching and learning, they are likely to be at least satisfactory from the available evidence. Very well planned homework brought an excellent response from whole families. Great grandparents, grandparents and parents wrote with feeling and sometimes at length about their toys, with some loaning them for display as pupils compared 'then' and 'now.' By the end of Year 2 pupils know that we can find out about history from a range of sources. They mention books, museums, videos and photographs as providing good historical information and have used the Internet to look at similarities and differences at the seaside now and in Victorian times. 'People couldn't afford to go abroad then. They went by steam train or horse to the seaside here,' said one knowledgeable pupil.
102. Standards are in line with national expectations in Years 3 to 5. Teaching is at least good in all years and of a particularly very high standard in Year 3. Where teaching is very good the teacher conveys her very good subject knowledge and enthusiasm to the pupils who respond very positively. Links with other subjects, especially literacy, are particularly strong. Pupils consider what it might have felt like to be a Celt or Roman as they wrote letters home after battle, having

been well prepared through questions and answers to each other. Because behaviour is so good, boys and girls of all capabilities work collaboratively to collect information about their aspect of Roman Britain such as leisure activities or use of buildings. Pupils with special educational needs are comfortable being partnered with peers who have superior reading skills because respect is mutual. Throughout Years 4 and 5 pupils continue to benefit from a range of stimulating teaching methods including role-play and discussion. Pupils in Year 5 became detectives for the afternoon using magnifying glasses to study closely photographs of old Yate and consider how those conditions compare with those of the present day. 'Men's suits look like they are going to a funeral' was one observant comment and 'they didn't have any satellite dishes' was another as they looked at photographs of a century ago. Cultural development is particularly good as pupils in Years 4 and 5 study ancient civilisations, such as the Greeks and Egyptians and learn about their gods and language. Although teaching remains good in Year 6, learning is only satisfactory and standards fall below the national average. Pupils display some lethargy despite well-planned activities and well-prepared resources. Speaking skills are somewhat restricted by a limited vocabulary and presentation sometimes falls below the very high levels seen in other years. However, pupils start to understand how archaeologists have gained information from seals and show some pride in designing and making their own seals from clay.

103. The subject is well managed. The co-ordinator monitors planning and collects samples of pupils' work. She benefits from meeting with colleagues from other schools once a term so that ideas and good practice can be shared. The satisfactory number and range of historical resources are very efficiently stored for immediate access and contribute positively to learning. The history curriculum is very good, especially in Years 3 to 6. Visits out of school such as to the Caerleon Roman Fortress or Yate Heritage Centre provoke discussion as well as enriching the curriculum. The Golden Jubilee Celebrations were a splendid example of learning through experience as each class was allocated one decade. Through music, dance, costume and food each class demonstrated what life was like between 1952 and 2002. Information and communication technology is used well to support learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

104. Standards at the end of Years 2 and 6 exceed those expected for most pupils of these ages. These high standards have been maintained since the previous inspection. The school has a well-equipped information and technology area with an adequate number of computers. This and the very consistently good quality teaching, is having a positive effect on standards and pupils' achievement. The school has an excellent structured assessment of pupils' progress and achievement and their work is thoroughly monitored. This gives a clear picture of how well the pupils are learning. The teaching of skills and techniques is very well developed across the school. This enables the pupils to use their skills effectively in all subject areas. There is no significant difference between the standards achieved by boys and girls. All members of staff take great care to ensure that all pupils have equal opportunities to use computers and their related equipment. The subject leader is extremely knowledgeable and enthusiastic. She has a very clear determination to maintain these good standards by ensuring that information and communication technology remains a very high profile in all subjects across the curriculum.
105. All pupils, including those with special educational needs and those who are gifted and talented, make very good progress with their learning in lessons and achieve well. This is because of the consistently very good teaching. For example, in a Year 6 lesson pupils were developing an above average understanding of how to use multi-media presentations. This increased their awareness of how to present information to a wider audience. At the start of this particular lesson, the teacher carefully reviewed and revised their previous work. She gave precise instructions and asked probing questions to draw out the pupils' understanding. The teacher's good relationships with the pupils, the expectations of high standards of behaviour and achievement motivated them to work hard. All the pupils enjoyed their work and responded enthusiastically to the task.



106. Other examples of good lessons include Year 3 pupils who used the computers to support their work in literacy and history. For example, they wrote to a friend in Italy to describe what the fiery Boudicca was actually like as they imagined themselves as a Roman soldier in Britain. Again, good relationships, high standards of discipline and a careful explanation of the task meant that pupils knew what to do and what was expected of them. The pupils achieve well and understand how to use the word processing program to edit their writing and change the way it looks. They also know how to select a picture to illustrate their writing. For example, Year 2 pupils confidently used their word-processing skills to write about what they knew about Malaysia and then cut and pasted an appropriate picture to match their writing. Year 3 pupils were observed working confidently receiving and sending e-mails. During this session, relationships were good and the teacher gave unobtrusive support whilst promoting interest and independent learning. This enabled the pupils to consolidate what they already knew in a social situation. By Year 6 the pupils use the Internet independently. For example, pupils can log-on to the network with ease, draft e-mail messages and exchange information with other schools. There are suitable systems in place to ensure that there is secure access to the Internet. Pupils control technology techniques are well developed through the use of programmable toys in Years 1 and 2 and advanced software programs in Years 3 to 6.
107. The quality of teaching is consistently very good. All adults are confident in supporting the pupils and increasing their skills and techniques. They pass their good subject knowledge and enthusiasm on to the pupils. As a result, pupils enjoy their learning and quickly realise the advantages of using computers. For example, pupils research material independently and produce very effective posters to support their artwork. This was evident in a display where pupils had created images on the computer to create a surreal picture. The good quality support for pupils with special educational needs enables them to achieve well and work alongside their classmates. This increases their self-esteem and independence.
108. A dedicated, hard-working and knowledgeable subject leader excellently manages information and communication technology throughout the school. The policy is detailed, supportive and gives helpful guidance to teachers and support staff. The school uses a nationally recommended scheme of work that effectively meets the defined needs of each year group within the school. The co-ordinator has a very clear vision for the future development of information and communication technology across all aspects of the curriculum. This includes further use of the digital camera, microscope and programs to support musical compositions.

## **MUSIC**

109. Pupils throughout the school attain the standards expected for their age at the end of Years 2 and 6 and enjoy music making activities. Standards have been maintained since the last inspection. All pupils, including those with special educational needs and those who are musically gifted and talented, make good progress. There are no differences between the attainment of boys and girls, their access to equipment or the curriculum.
110. By the end of Year 2 pupils are able to sing a wide variety of different songs. They enthusiastically talk about their recent Jubilee concert, when all the classes sang songs from the different decades during Queen Elizabeth's reign. For example, pupils in Year 2 excitedly demonstrated how they sang the 'Ghostbusters' theme tune from the 1980's and enthusiastically sing in the school song. They enjoy listening to music; one pupil spoke of how a piece of music made her think of 'bees chasing a man in the forest' because it was very fast. She then referred to listening to a lullaby that reminded her of 'baby and her sister sleeping under the moon and stars'. These activities promote spiritual development well. Pupils talk confidently of accompanying their songs with musical instruments such as rainmakers, chime bars, shakers and maracas.
111. Year 6 pupils recognise what instruments are used to create music suitable for a celebration. For instance, they know that horns and drums make loud and exciting music. They have composed their own 'spider' tune and have recorded it pictorially, successfully. Pupils appreciate different types of music and respond well. For example, they have created images after listening to Peer Gynt's 'Morning' and have compared it to Fleetwood Mac's 'Albatross'.

112. Provision for cultural development is promoted very well when pupils are given opportunities to listen to music from the Caribbean, South Africa, India and Eastern Europe. Social development is also promoted very well when the pupils take part in school performances. Older pupils also participate in concerts with other local schools, which are held in the Colston Hall and Clifton Cathedral.
113. During the inspection only one music lesson was observed and, therefore, no overall judgement on the quality of teaching can be made. However, it is evident from discussion with pupils and the one good lesson observed in Year 4, that the quality of learning is at least good. For example, pupils gain a good knowledge of musical skills, use their creative effort well and have a good understanding of what they actually learn. There are good procedures in place to ensure that pupils are actually making progress in their learning and these are used well to inform future planning. Good use is made of information and communication technology. This was illustrated when groups of Year 6 pupils used an electronic keyboard to perform their original compositions to the rest of their class.
114. Subject management is very good. A commercially produced scheme of work enables teachers who are not music specialists, to confidently teach good quality lessons. The co-ordinator monitors the planning of the work to be covered and ensures that there is a progression to learning throughout the school. There is a good range of musical instruments, which are representative of different cultures around the world. This is an improvement since the last inspection. Standards are enhanced by a visiting teacher who teaches recorder and violin lessons.

## PHYSICAL EDUCATION

115. By the end of Years 2 and 6 pupils attain standards that exceed those expected from most pupils of similar age. This is an improvement since the previous inspection where the standards of the older pupils were similar to those of most 11-year-olds. The higher standards are a direct result of the improvement to the curriculum and the quality of teaching. Both of these are very good and show a considerable improvement since the previous inspection. The very good quality of teaching is also having a positive effect on all pupils, including those with special educational needs and those who are gifted and talented in sporting activities. It is a significant improvement from the previous inspection where there was some unsatisfactory behaviour and response.
116. The school places great importance on pupils' work in physical education. Clear evidence of this appears in the quality of pupils' work in lessons, in their physical education notebooks and in the photographs around the school. The notebooks contain thoughtful self-evaluation of each individual pupil's achievement and this is helped by the teachers' constructive comments. The school teaches all aspects of the subject, including swimming, athletics and games. Swimming is available to all pupils from Year 3 to Year 6. This has a positive effect on the development of swimming skills and standards of achievement are very high. By the time they leave Year 6, just over half of the pupils swim 100 metres or more, with the remainder able to swim the expected 25 metres.
117. The school has a clear policy and scheme of work, which gives a very effective level of support to teachers. The very effective subject manager works regularly with other classes within the school and monitors teaching carefully. This gives all teachers confidence in teaching pupils correct skills and techniques. There is careful assessment of performance to ensure that new work builds on previous knowledge and capability. This enthuses the pupils to work hard and achieve because they see the improvement in their own and other's skills. The school's physical education programme receives very effective support from the good range of extra-curricular activities. These include sporting activities, which are open to all pupils regardless of age or gender. There is no difference in the achievement of girls and boys. The school is continuing with its outdoor and adventurous provision to maintain a very good balance in its curriculum. These factors make a significant contribution to the standards pupils achieve.
118. By Year 2 pupils of all capabilities, including those with special educational needs, make very good progress in developing an awareness of the use of space. They increase their ability to learn and use athletics techniques very well because of the teacher's clear demonstration. For example, there is much excitement when pupils improve the length of their standing long jumps. One pupil achieves a jump of well over one metre! This work makes a positive contribution to pupils' work in mathematics as they measure the distance of overarm throws and long jumps. The work in Year 1 provides a very secure base for the teacher to build on in Year 2. This reflects the findings of the previous inspection.
119. This high quality teaching and learning continues as the pupils' move through the school. All pupils, including those with special educational needs, work with a clear sense of purpose and want to achieve. They are eager to learn and use new skills, applying these very well in their athletics and games activities. The high quality of teaching makes a positive contribution to pupils' attitudes and learning. Pupils in Year 4 work very sensibly and are well aware of the effect that exercise has on their bodies. They relate very well to each other and adults and co-operate effectively in teams. This continues through to Year 5 where the pupils increase their ability to evaluate their skills and improve them. The teacher includes all pupils in the evaluation and demonstration sessions. The very clear development of skills and techniques ensures that, by Year 6, the pupils achieve above average standards. This is an improvement since the previous inspection.
120. Pupils across the school have very positive attitudes. They work with much enjoyment and enthusiasm as well as with very high levels of concentration. Pupils behave very well in lessons, both on the field and when moving to and from the field. They work quietly, collaboratively and co-operate very well with each other and their teachers. Relationships are very good and pupils help

and support each other well, particularly when practising agility skills. This is a significant improvement since the previous inspection.

121. The overall quality of teaching is very good. Teachers give clear explanations to pupils and take care to ensure they understand the purpose of their work. The organisation of lessons is very good. All teachers prepare lessons carefully to provide a suitably balanced programme of skills progression. They have a very secure level of subject knowledge and understanding and are confident in the teaching of physical education. They have high expectations of what the pupils can achieve and lessons move at a brisk pace. Teachers demonstrate skills very effectively and ensure that all pupils have ample opportunities to practise and improve their performance. This is a significant improvement since the previous inspection.

## **RELIGIOUS EDUCATION**

122. By Years 2 and 6 most pupils achieve standards that meet the requirements of the locally agreed syllabus. The school is continuing to maintain standards similar to those at the previous inspection. It is not possible to make a secure judgement on the quality of teaching because only one lesson was seen during the inspection. The basis for judgement is the one lesson, analysis of pupils' written work and work around the school. The school follows the locally agreed syllabus for religious education and an adapted version of a nationally recommended scheme. This ensures a broad, well-balanced and very relevant curriculum that introduces pupils to a range of major world faiths. This is an improvement since the previous inspection. There is room for improvement in increasing pupils' awareness of the cultural diversity around them. The school knows this is a weak area. It has plans to give pupils first hand experience of religions other than Christianity. Pupils evaluate their own work and the teachers check the pupils' progress at the end of each unit of work. This gives a very clear picture of achievement and progress throughout the school. All the teachers use the results of this assessment very effectively to adapt the curriculum and plan future work. This is a significant improvement since the previous inspection.
123. The analysis of work shows that by Year 2, pupils have a secure knowledge of festivals such as Christmas, Diwali and Eid. They understand the concept of caring and relate this to God's care for all people. Pupils explore the meaning of leadership and how this affects everyday life. The teachers' marking is clear, constructive and gives careful pointers for improvement. This has a positive effect on standards. The work in books and around the school indicates good quality teaching in the range of work covered and in the planning for different abilities.
124. By Year 6, most pupils have a secure understanding of the religious practices and beliefs of a suitably wide range of world religions. For example, pupils in Year 4 understand the significance of the journey to Bethlehem and relate to their own lives. 'Chelsea would have to go back to Wales and my teacher to Zimbabwe'. Careful and constructive marking ensures that pupils of all capabilities, including those with special educational needs, understand what they have learnt. The exploration of differing practices within Christianity enables pupils to see religion from differing viewpoints. Pupils evaluate their own work and say what they have learnt. This knowledge is mostly factual, with limited evidence about how religion affects everyday life. There are examples of pupils considering ultimate questions such as whether there is life after death. Their written statements show well-developed reasoning skills and are carefully presented. There are no opportunities for pupils to visit places of worship, other than Christian, or to listen to people from non-Christian religions and cultures. This restricts the pupils' awareness of living in a culturally diverse society and its effect on daily life. The school tries very hard to increase pupils' understanding in this area of religious education. For example, in a Year 6 lesson the teachers used Hindu models and artefacts to enable pupils to learn about Hindu wedding ceremonies. This successfully increased pupils' knowledge and understanding and made a positive contribution to information and technology skills.
125. All teachers monitor the pupils' personal development carefully and this enables them to plan work that meets pupils' needs effectively. Lessons provide opportunities for all the pupils to discuss their thoughts and ideas freely. The teachers' planning shows that they build very effectively on the work the pupils do as they move through the school. This ensures a good rate

of progress in learning. The work around the school reflects current work in lessons and supports the pupils' learning well. It is interesting and stimulating and motivates pupils to think carefully about why people wear different clothes for different events. All teachers make strong and effective links with other subjects. The links with literacy are particularly evident in the quality of the presentation of pupils' work and handwriting.

126. The subject is managed very well; the improvement to the curriculum, range of artefacts and assessment are all marked improvements since the previous inspection and are as a result of this very effective leadership. This makes a positive contribution to the standards pupils achieve and to their interest in religious education.