

INSPECTION REPORT

WESTON ALL SAINTS C of E PRIMARY SCHOOL

Bath

LEA area: Bath & North East Somerset

Unique reference number: 109227

Headteacher: Anne Bull

Reporting inspector: Geoff Burgess
OIN: 23708

Dates of inspection: 17th to 21st September 2001

Inspection number: 195793

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Broadmoor Lane Weston Bath
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Thea Lewis
Date of previous inspection:	June 1997

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				Leadership & management
				School improvement
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weston All Saints Primary School serves a wide spectrum of families of mainly British heritage in a residential area in the northern suburbs of Bath. The number of pupils on roll has been consistently around the 350 mark for several years with a below average number eligible for free school meals. Over a quarter of pupils are on the special needs register with 16, a very high number, having statements of special need. The school's Hearing-Impaired Resource Base which, includes eight pupils with significant levels of hearing loss, draws from a wide area. Other than these pupils, attainment on entry to the main school is usually similar to that found in most schools.

HOW GOOD THE SCHOOL IS

This is a good school where, under the very good leadership of the head, good teaching is enabling pupils to attain good standards when they leave. Given its moderate level of funding and average intake, Weston All Saints School provides good value for money.

What the school does well

- Good teaching and good work by support staff ensures that pupils of all abilities achieve well especially in Key Stage 2.
- It makes very good provision for its youngest boys and girls in their foundation year and for pupils with special needs throughout the school and they make good progress
- The school sees pupils' personal growth as very important. Most boys and girls behave and relate well, work hard and are growing into mature, responsible and self-reliant citizens
- Staff give pupils very good opportunities to experience and appreciate the arts and their own cultural heritage and to celebrate the cultural diversity of others
- It works very well with parents and the community in the best interests of the children and provides an excellent range of extra activities to enrich the curriculum and children's lives
- Very good leadership by the headteacher is maintaining its well-deserved high reputation in the community.

What could be improved

- Standards in information technology do not match those in other subjects
- Time for subjects other than literacy and numeracy has been lost in the necessary reorganisation of lunchtime arrangements
- The scope and nature of some responsibilities within the new curriculum management structure are not yet clear

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in June 1997, the overall standards of school leavers have improved more than in most schools reaching particularly high levels in 2000 when the last formal comparisons were made. The attainment of seven-year-olds fell in 1998 and 1999 but good improvements in the last two years have seen results back up above 1997 levels. All the issues from the last inspection were worked on at the time and subsequent national initiatives have supported the improvements made. The school now has an appropriate range of learning opportunities backed up by effective schemes of work and teaching is much improved. Overall improvement is good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	C	A	A	well above average A
mathematics	B	A	A	B	above average B
science	A	B	A	C	average C
					below average D
					well below average E

Since the last inspection, apart from English in 1999, results in national tests for eleven-year-olds went up year on year to a point where, in the last published comparisons, English, mathematics and science were well above average. Provisional figures for 2001 show a small fall in each subject which will probably mean that while English has stayed well above average, mathematics and science have fallen to above average. However, the school substantially exceeded the targets set with the local authority for English and mathematics. It is significant that year six girls did well in mathematics but boys did less well by comparison. Current indications are that standards in year six are almost as good as last year and still above average in all three subjects. This year's results for seven-year-olds built on the good improvement of the year before with writing well above average when compared with the previous year's data, reading above average and mathematics average. The improvement continues with current year two pupils ahead of most boys and girls of their age in reading and mathematics and well ahead in writing. Standards in other subjects except information technology are appropriate for the ages of the pupils concerned. Children who have only just started school in the reception classes are showing good signs of being able to achieve all the early learning goals by the end of their foundation year. Pupils with additional needs, including those with hearing loss, are making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils thoroughly enjoy their time in school and most are wholehearted in their approach to learning. They respond positively to their work, join in enthusiastically with everything that is offered and are always willing to contribute their own ideas and suggestions. The confidence gained from performing regularly means that almost all pupils feel good about themselves and their learning.
Behaviour, in and out of classrooms	Pupils' very good behaviour around the site helps to make school a happy, positive experience. Behaviour in class is usually good, often very good but sometimes inappropriate behaviour by the few wastes time for the rest. Behaviour overall is good.
Personal development and relationships	Relationships throughout the school are very good and this is a key factor in its happy, relaxed feel. Most pupils act in mature and sensible ways and are very happy to take on any responsibilities when they are offered.
Attendance	School is such a positive experience that absence levels are lower than in most schools. Punctuality is not as good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Very Good	Satisfactory	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.

Teaching overall is good with much very good, notably in the foundation year and Key Stage 2, and very little unsatisfactory. High quality provision in the foundation classes is enabling four-year-olds to make a very successful start to their school careers. An excellent physical education lesson showed how well they have adjusted to school life and their enthusiasm for learning. In other classes better teaching is mainly associated with the abilities of individual teachers with at least one very good lesson in each year group and some good teaching in every subject including literacy. However, almost all mathematics teaching is at least good. Unusually challenging pupils in a few classes are dealt with well but establishing routines is taking up teaching time and some learning is inhibited. Pupils who, for various reasons, find learning or communicating difficult are very well supported and they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are given a very rich range of learning experiences covering all the required elements and much more. Good attention is given to promoting pupils' understanding of themselves and matters of health and welfare. Older pupils especially have very many opportunities to enhance their learning outside normal lessons and staff make excellent use of the local area and the skills and talents of parents and the local community.
Provision for pupils with special educational needs	Procedures for identifying need, setting targets and monitoring progress are very effective and pupils' progress is good. Very good provision, enhanced by the work of learning support assistants, is made for pupils who find learning difficult. Pupils with hearing difficulties are well supported by the resource base teacher.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Curricular provision for pupils to study and appreciate the arts, their own cultural heritage and to celebrate the cultural diversity of others is very good with good attention given to helping pupils to reflect on the more spiritual aspects of life. Staff make very good provision for promoting pupils' personal development with very good arrangements for the development of social skills and attitudes and moral awareness.
How well the school cares for its pupils	Teachers and other staff know the children very well and keep a close watch on their behaviour and personal development. Good assessment procedures are being used increasingly to monitor progress and guide planning. The school takes good care of its pupils.

Parents are very appreciative of the work of the school and especially the high standards for attainment it sets and achieves and the extras it provides. They feel comfortable in their formal and informal dealings with school and make a very good contribution to their children's learning. The general information provided by the school for parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher & other key staff	The head has made a very good contribution to the success of the school over the years by providing very clear and firm leadership focussed on the well-established aims of the school. A new curriculum management structure with many members of staff in new roles has been put in place but it is yet to bed in and there is still some uncertainty among staff about their roles and the detail of how this will operate. Overall leadership and management are good.
How well the governors fulfil their responsibilities	Governors are very supportive and keen for the school to succeed. They have developed good arrangements for fulfilling their responsibilities, know the school well and are aware of its strengths and concerns. The head has ensured that they are fully involved in identifying what needs to be done to improve and as a group and individually they are providing the school with necessary practical and moral support
The school's evaluation of its performance	Great improvements have been made in the way the school looks at what it does and decides what it needs to do to improve. Procedures for evaluating teaching, planning and children's work are now established and a shift of emphasis onto raising standards has made this the main focus of improvement planning. Good use is being made of available information on attainment starting from baseline and all staff have been involved in the process of planning for improvement in their own areas of responsibility. The appointment of a data manager has further enhanced this area.
The strategic use of resources	Generous levels of staffing ensure that class sizes are kept down but this means that the school has little room to manoeuvre with its budget and resources in some areas are getting tired. The 'split site' poses its own problems but does mean that the amount of accommodation is generous. Teaching and support staff are well deployed and the most has been made of the very attractive grounds. Very good use is made of outside agencies as a source of manpower and expertise. Current timetabling arrangements mean that time for science and the foundation subjects is being squeezed in the junior classes. Overall the school makes good use of its resources.

The head has been largely instrumental in ensuring that the school has the high reputation it enjoys in the community. She is well aware of what still needs to be done and with the continued hard work of the staff and the ever-increasing effectiveness of the governing body, there is every reason to believe it will continue to thrive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children enjoy going to school ▪ teaching is good and their children are making good progress ▪ the school is helping pupils to grow up sensibly and behaviour is good ▪ pupils are expected to work hard and do their best • the staff are very approachable and the school works closely with parents • the school is well led and managed • staff provide a good range of activities in addition to lessons 	<ul style="list-style-type: none"> • The information about how well their children are doing

Inspectors agree with all parents' positive views but feel that the information that the school provides about how well their children are doing is more clear and specific than most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results for school leavers in English, mathematics and science showed a good improving trend since the last inspection peaking to well above the standards achieved in most schools in 2000. Particularly noteworthy was the increase in the numbers of pupils achieving higher grades. However, this coincided with a temporary move into the lowest category of free school meals and comparisons with the higher standards achieved by schools also in this lower category were not quite as good in mathematics and science. With two statemented pupils in the cohort, results in national testing are down this year but, using last year's data as a guide, they should all still be at least above average with English likely to be well above. However, with free school meals numbers up again, the school's position using this criteria will probably improve. Once again, the percentage of pupils with higher grades in each subject is very impressive. Over the years, boys and girls have done equally well in all subjects but in 2001 girls did very well in writing but boys did not do as well as previously. Good gains have been made in national testing by seven-year-olds over the past two years from a low in 1999. The indications are that mathematics will be average at the end of Key Stage 1 when comparative tables for 2001 are available, reading will be above average and writing well above.
2. Four and five-year-olds in their foundation year have only been in school for a few mornings. It is already clear that they are very capable and that their personal and social skills are well developed. Every child took part in language based activities confidently and their speaking and listening skills are well developed. Table-top activities in the classroom and movement sessions in the hall shows that their physical development is also good. The results of initial assessments being completed by teachers reinforce these judgements.
3. With the inspection taking place very early in the school year, judgements about standards in all subjects depended more on the analysis of work completed at the end of last year than is usual. Using this, the limited amount of work completed this year, work observed in the classrooms and discussions with pupils, inspectors are able to say that current standards at the ends of both key stages are at least above-average in reading, writing, mathematics and science. This is also reflected in the achievement of pupils in these subjects in years three, four and five. Written work is a strength, with year two's already writing much better than pupils in other schools and year six showing good signs of being able to achieve these levels. Speaking and listening skills are good throughout the school. However, with higher than usual numbers of pupils who find learning or conforming difficult, year one's achievements in reading, writing and mathematics are lower.
4. Standards in most other subjects are as might be expected for the ages of the pupils concerned but with strengths where individual teachers have particular expertise in a subject or where outside experts are brought in. A good example of this came during the inspection week when a drama teacher brought out the very best of year six pupils acting out 'A Midsummer Night's Dream'. The exception to this is in information and communications technology (ICT), where several teachers lack confidence and where current arrangements mean that pupils have insufficient opportunity to practise their skills and make use of them in other subjects. Standards across the school in ICT are lower than those now expected.
5. It is a feature of the school, that staff make every effort to ensure that all pupils, notably those with hearing impairment, have every chance to take part and succeed on an equal footing in all subjects. Very good provision for pupils who find learning difficult, is making it possible for them to achieve well throughout the school. Pupils with special educational needs make good progress in their learning in relation to the targets set on their individual education plans. Very effective arrangements for pupils with statements ensure that these pupils achieve well in relation to their prior attainment. Targets set on their individual education plans show clearly what they need to do to improve and teachers use these very effectively to plan suitable activities to ensure that they do.

The Pupils' attitudes, values and personal development

6. Pupils' attitudes to school are good. They enjoy coming to school and are friendly and welcoming. Interest and involvement in activities are very good. Many pupils take part enthusiastically in the wide range of activities on offer to them, both within the curriculum and by attending voluntary clubs. During a design technology lesson the visiting artist was impressed with their enthusiasm and pace of working.

7. Behaviour overall is good. It is very good during playtimes, the direct result of careful planning to enable pupils to have plenty of space outside and by providing the pupils with a good range of activities to occupy them during their breaks from lessons. Within the classrooms behaviour is good overall, although a minority of pupils, particularly in year one, can be very demanding. Although teachers apply the behaviour management programme consistently, this inappropriate behaviour does affect the learning of the rest of the class. The Headteacher and staff have worked hard to improve behaviour since the last inspection by tightening up on the positive behaviour policy. Response to this by the pupils has been good and even the youngest children know what is expected of them. The majority of parents think behaviour in the school is good and that the pupils care for each other.

8. Most pupils have a good understanding of the impact of their actions on others and show respect for each other's feelings, values and beliefs. For example, when during a class assembly some children expressed their feelings of why their mum or dad is so special to them, the rest responded sensitively. There is no evidence of incidents of bullying or racial abuse and none was observed during the inspection. No pupils have been excluded in the last year. Those pupils who have in the past found it difficult to conform to the school rules are, on the whole, responding well to targets set on their individual behaviour plans and to the very good support provided by the local authority's behaviour support team.

9. Pupils respond well to all the opportunities provided for them to be responsible and use their initiative. They take responsibility in the classroom, willingly giving out books, pencils and keeping the room tidy. Older pupils particularly enjoy looking after the children in the youngest classes during breaks and generally helping them to settle into the school routines. They also enjoy taking part in raising funds for various charities. Pupils relate very well to each other both in the classroom and playground. Although it is early in the school year the teachers know their pupils well and in turn pupils have very good relationships with them.

10. Attendance in the last academic year was above the national average with unauthorised absence below. The office staff report that attendance has never been a problem at the school, and few families forget to notify the school when their child is unable to attend. However, several pupils were seen arriving after the official start of school during the inspection.

HOW WELL ARE PUPILS TAUGHT?

11. Teaching was said to be predominately satisfactory when the school was last inspected but one key issue was to 'improve the quality of teaching'. This time, more than a half of teaching is good with a sixth very good and better and very little unsatisfactory. Ten teachers taught at least one very good lesson in one of seven different subjects or aspects and almost all teachers had more good or very good lessons than satisfactory. This represents a considerable improvement since the last report when fewer lessons were good and very good and a sixth were unsatisfactory. Teaching overall is good with particular strengths in numeracy and the under-fives.

12. An important factor in this improvement has been the contribution made by pupils to their own learning through their good behaviour, interest and enthusiasm for what they are learning. They learn from and help each other and complete tasks in good time. Lower standards of behaviour and poorer attitudes to learning by a minority of pupils are the main reasons why a few lessons are just satisfactory. Although the quality of teaching is generally associated with the teachers involved, the literacy and numeracy strategies have had a beneficial effect on the

teaching of basic skills throughout the school. In other subjects, mainly in the older classes, the use of specialist teachers adds a great deal to what the school can offer. Examples of this came in drama where Shakespeare came to life for year six; physical education where boys and girls benefited from a tag rugby session with a secondary physical education teacher; music with the school's regular music support teacher and science with its own part-time specialist.

13. A good deal of effort has gone into improving and developing teaching over the years, especially in the core subjects. The benefits of this are obvious in the consistency shown in the quality of the basic structures of the teaching and learning process throughout the school. All lessons are well planned with clear learning objectives carefully matched to the needs of the pupils concerned and the expected learning outcomes well defined at the beginning of lessons. Activities and children are usually very competently managed and controlled and good use is made of all available adults through well built up routines and the provision of clear instructions.

14. More than a half of all teaching in the foundation year is very good with one excellent lesson and the rest good. Very good use is being made by the two reception class teachers of their well-resourced accommodation to provide pupils with a good range of learning opportunities. Although the children had only been in school for a few days, the way they had already learned the rules and procedures, gained confidence and were happy to look after themselves when necessary was a testament to the very good way they had been introduced to school life. Classroom and learning support assistants play a very important role in this by sensitively dealing with any small issues that arise. An excellent session in the hall showed how all the very good elements displayed in the classroom are extended into work around the school. Not a moment is wasted, boys and girls know exactly what to do and with everything well prepared and very clear instructions, the pace of learning is very good. Constant praise and great sensitivity to the needs of individuals means that children are happy and confident in their movement.

15. Almost all teaching in years one and two is at least satisfactory with about a third good and a little both very good and unsatisfactory. Two factors had a significant bearing on teaching in Key Stage 1. Newly qualified teachers in their third week of teaching were taking both year two classes. One of these was last minute morning replacement for the key stage leader who had moved to a reception class in an emergency. The second factor is that the school acknowledges that year one is one of the most difficult year groups it has had for some time due to there being much higher levels of emotional and behavioural difficulties than normal. With half as much adult support as available in the foundation year, both teachers had to work much harder to establish appropriate behaviour and ways of working than other teachers in the school. It is to their great credit that despite the difficulties, both were able to ensure that the great majority of pupils in their classes achieved at least satisfactorily in all the lessons observed. In fact in one the hard work began to pay dividends when, with a few lapses in behaviour well dealt with, the lesson ran smoothly and the teachers' professionalism made it possible for pupils to show real enthusiasm for numeracy.

16. Over nine-tenths of teaching in Key Stage 2 is at least good with a sixth very good, mainly in the core subjects but also in physical and religious education, spread across all year groups. This included either an English or a mathematics lesson in each year group and, together with the fact that almost all other lessons in English and mathematics were good, this illustrates the very effective way the literacy and numeracy strategies have been implemented. A very good science lesson in year six showed another strong feature of teaching, the use of subject specialists. The teacher's confidence and enthusiasm rubbed off on the large class and they were engaged and interested in her explanation of the process of photosynthesis and intrigued by the differences they could see between sandy, loam and clay soils by using magnifying glasses.

17. Pupils with special educational needs are very well supported in lessons, which enables them to do everything their classmates do and to make good progress in their learning. Teachers plan and review the targets on the pupils' individual education plans, which are very effectively monitored by the special needs management team. Tasks are very well matched to enable pupils to achieve and teachers ask appropriate questions so that pupils can succeed. Teachers make very good use of learning support staff, who are very well briefed before lessons and also fully

involved in planning. The teacher responsible for the pupils from the Hearing-Impaired Resource Base works well with teachers to support the needs of the pupils in his care and to ensure they can join in with everything. For example, during a history lesson individual support was successfully given to a pupil to enable her to take part in preparing a timeline from the time of the Ancient Greeks. Clarification of specific language and additional resources provided by the teacher enabled the pupil to complete the same work as the rest of the class. In the same lesson a learning support assistant supported another pupil extremely well by using sign language.

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

18. Pupils in the Foundation Stage receive a good introduction to the curriculum through very good planning, based on the stepping stones to the Early Learning Goals. It provides for all areas of learning to be taught. A wide range of interesting and lively activities based on practical experiences meet the children's needs. They include very good opportunities for the development of play, with clear learning objectives and very good progression of skills. Pupils are well prepared for the first stages of the National Curriculum programmes of study.

19. The curriculum provided throughout both key stages is good. It covers all that is required, and meets statutory requirements as well as extending beyond the basic curriculum into skills relevant for life. Religious education is taught in accordance with the locally agreed syllabus. A consistent approach to detailed planning throughout the school has been implemented through teachers planning together across the year group to ensure the same opportunities are offered. Effective strategies for the teaching of the basic skills of literacy and numeracy include ability grouping of most pupils from years one to six in some areas of learning. Learning is at its best where staff with expertise are used to teach their subject.

20. Good progress has been made in managing the issues raised in the last report and most weaknesses in curriculum development have been addressed. The time allocated to non-core subjects is shared out much more evenly and is appropriate except for information and communications technology. However, more time for these subjects could be made available for older pupils if better use were made of the long Key Stage 2 morning session. Although the computer suite has been developed and is timetabled for regular lessons throughout the school, insufficient time is provided to cover the ground necessary in learning and developing skills and links to other subject areas are very limited. The school has adopted and is adapting published schemes of work for all subjects, including religious education, which provide clear expectations and aid continuity and progression.

21. The curriculum is effective in promoting pupils' intellectual, physical and personal development. Work is valued and expectations of high quality presentation are consistent across the curriculum. Suitable programmes for sex, drugs and health education, and personal and social education are well structured and opportunities for thinking skills are regularly provided and developed. A strong emphasis is placed on the raising of pupils' self-esteem and confidence through the performing arts. Parents are provided with details of the work to be covered each term, which gives added support to learning. The successfully implemented homework programme extends pupils' learning from the lesson very effectively in a variety of activities. Many pupils enjoy the opportunity to spend more time on research using a variety of resources at home.

22. A quite outstanding range of extracurricular activities is offered. Activities are available for all pupils from reception to year six with different activities targeted at different age groups. All teaching staff are expected to help run at least one after-school activity. The inspection took place very soon after the beginning of the autumn term, when clubs were still being arranged. In the previous term, however, all infants were offered clubs for summer games and athletics; years one and two could also join nature, craft, environment, singing or cricket clubs. Years two and three could do aqua aerobics, three and four had puppet and science clubs. Older pupils had a netball club and could learn about rounders, lifesaving, first aid or computing; there was a cricket club for years four to six, and aqua aerobics and a film club for years five and six. Over 80 children have music lessons on seven different instruments.

23. The mutual support between the school and the local community is excellent. Parents were also invited to participate through swimming sessions for families, mothers and toddlers and a swimming club for year five and pre-school children. Pupils participate as individuals or teams in a wide variety of sporting events, whether matches against other schools or larger occasions, such as the Bath Schools Rugby Festival. The school leads the B&NES Primary School Arts Festival. This year, pupils made their own samba drums to play in the opening procession of the Bath International Music Festival. They frequently take part in arts workshops at city museums. The Breakfast Club and After School Club offer light meals and in the case of the latter, organised craft and table top activities. Between them they extend the time children can spend safely cared for on school premises from eight in the morning until five-thirty at night. Pupils are offered at least one educational visit a year and in years three to six, they are offered the opportunity to take part in a residential visit. Year six travel to Portsmouth and France. Engagement in 'worthwhile leisure activities' is one of the school's aims, and it could not do more to ensure that this is possible for all its pupils. Close links with the secondary schools to which pupils transfer are being developed enabling a smooth transition to the next stage of education and some expertise in teaching, as well as technical support, to be shared.

24. Provision for pupils with special educational needs has improved since the last inspection and is now very good. Staff are fully committed to inclusion which is evident in the high priority placed on ensuring that the needs of all pupils are met. The fact that the arts have a high profile in the school supports the needs of these pupils very well and gives them confidence to succeed in all areas of the curriculum. Pupils receive very good support, mainly within the classroom from learning support staff or the support teacher, to enable them to access the same curriculum as the rest of the class. Some pupils are appropriately withdrawn for small group work, but the teachers make sure that they are receiving the same work as their peers at an appropriate level. Those with statements and those funded through the Hearing-Impaired Resource Base receive the help specified, usually through the provision of extra classroom support. Several staff who are competent signers are very well deployed to support pupils with these needs. However the funding required to train more staff in signing remains an issue as more pupils with extremely severe hearing impairments are accepted by the school.

25. The school's aims place great stress on the broader development of its pupils beyond the demands of the academic curriculum. It aims to heighten pupils' sensory awareness, develop their perceptual skills, and encourage them to form personal interpretations and increase their powers of critical reflection. This it does very well. The development of their spiritual, moral, social and cultural awareness is carried out through assemblies, circle time, participation in whole school and community drama and musical productions and involvement in arts festivals, as well as through wall displays and the wide range of extracurricular activities on offer.

26. Very good overall provision is made for pupils' cultural development. This includes the use of a wide range of visiting experts to enhance the curriculum, such as the drama teacher who held a one-day workshop on Shakespeare for year six during the inspection, and a teacher of African dance who not only taught year two a number of traditional dances, but also gave them the opportunity to try on some African robes. All pupils participate in the Bath Primary Schools Arts Festival, which is organised annually by the school and this year was expanded to include schools from north-east Somerset. The school also regularly takes part in the Bath Festival, and makes full use of the wide range of cultural facilities presented by the city. Music and singing play an important role in daily assemblies, and children learn to sing hymns from their earliest days in the reception class. The school's development plan includes provision for artists in residence throughout the year. Staff work hard to ensure that pupils are aware that they live in a multicultural society. This is reflected in displays around the school, particularly by the handsome framed prints of children from different nations donated by a parent, a professional photographer, which decorate the hall and reception area. Pupils are encouraged to consider and understand other ways of life, as in the wall display in year two which show aspects of different cultures and asks 'Do we all value the same things? If not, why not?' It is one of only a few primary school to have been involved in the 'Artsmark' pilot which will involve schools that demonstrate high standards in the arts.

27. The school also makes very good provision for the moral and social development of pupils. Its stated aims include learning to respect other people and the environment, learning to establish relationships across barriers and learning to recognise and control one's feelings. Clear guidance is given in the prospectus and various policies as to the behaviour expected of staff and pupils, including guidance on what constitutes racist behaviour or bullying. During the inspection several assemblies offered a strong element of moral guidance, emphasising the importance of sharing with others, of trying to understand their point of view and of appreciating what others have to offer. Pupils learn to discuss their feelings during circle time sessions and to express them in their creative writing. For instance, year two pupils had been asked to write poems beginning 'Happiness is...'. All pupils are given the opportunity to develop some knowledge of sign language, because of the hearing impaired unit at the school.

28. A number of displays in classrooms encouraged children to work hard, such as 'Worker of the Week' or 'Star Kid' awards. Another display had pupils' own rules ('teachers should do all the children's work'), as well as their explanations as to why rules are needed. Pupils are encouraged to take on more responsibilities within the school community as they grow older. They run a school shop before school, help to set out and clear away items needed for school assemblies and each year six pupil is responsible for looking after a child from the reception class. The well-established school council meets regularly. Parents are regularly invited to watch a different class present their work to the rest of the school in assembly, which enhances pupils' self-esteem and self-confidence.

29. The spiritual development of pupils is well provided for. As a church foundation school it retains a close connection with the parish church, whose vicar takes assembly every week. All pupils are presented with a Bible by the church, which they use in class and take with them when they leave the school and the church is used as a resource for the teaching of religious education. The policy on collective worship gives very thorough, helpful guidance for anyone planning an assembly. During the week two whole school assemblies were held, including all but the youngest children, as well as class assemblies on other days. Outstanding examples of imaginative planning captured pupils' imagination, such as a year five class assembly where the teacher used a Russian doll to symbolise the different images of ourselves we present to different people in our lives, as daughter, mother or friend. Pupils were asked to write down three things about themselves that their classmates would not know, an exercise they found extremely interesting and thought provoking. All assemblies included either the reading of a passage from the Bible or a prayer, but in some there was no real opportunity for pupils to reflect on what they were being told. Some class assemblies, however, are too long, especially when children were sitting still on the carpet just listening. Care is taken to provide pupils with opportunities around the school to pause and think; for instance a display of blue glass objects used for still life drawings as well as the drawings themselves. A corner of the school hall had been set aside as a reminder of the New York and Washington bombings, which took place the week before the inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Procedures for monitoring and improving attendance are satisfactory and parents are given good information on the procedures to be followed in the attendance policy. Permission is given for parents to take their children on holiday during termtime provided they do not exceed the statutory ten-day allowance. A written note is needed on pupils' return to school after absence. No record is kept of the reasons for late arrival; thus no analysis can be made of unpunctuality. Parents notify the school office of absence, but notify the class teacher of medical or dental appointments. It would seem logical for the school office to be informed of all absences of whatever length.

31. Arrangements made for child protection and pupil welfare are good with headteacher is the child protection liaison officer and her new deputy to shortly be having the necessary training to qualify as well. The school follows its local authority's guidelines and gives staff good written guidance. Lunchtime supervisory staff are also briefed on this topic. Risk assessment for health and safety issues is carried out termly by the head and the caretaker, who is also a governor on the premises committee. They use the local authority's own printed checklists and guidelines, as their records show, although an audit by the local authority last year stated that there were no written

risk assessment records. Staff report any concerns they may have using a duplicate pad. The school is kept very clean and tidy and toilets are well maintained.

32. Provision for first aid is good. Each classroom has a small first aid kit with a larger one in the school office. A separate kit is taken on school visits, as well as a mobile phone. Any first aid given is reported to parents and all head bumps are also reported to the headteacher. The school has an annual one-day course on first aid run by St John's Ambulance for all staff. However, there is no dedicated medical room and the bed on which sick pupils can lie down is in a corridor. There is a realistic concern with security. All gates except main entrance are locked after the start of school, doors are opened by security keypads and the school is about to install higher fencing. The pool is adequately fenced off and swimming sessions are carefully supervised. The school has had some problems with children and teenagers entering the grounds outside school hours.

33. The school has developed very good links with outside agencies to ensure that pupils receive as much support as possible. This includes the educational psychologist, behaviour support team, and members of the learning support service as well as teachers of hearing and visually impaired pupils. Provision for pupils with statements is very good and the school ensures that all provision, as outlined in their statements, is available for the pupil. However, with levels of hearing impairment much more than in the past, the school is finding it increasingly difficult to meet the needs of pupils attached to the hearing impaired resource base as it would wish on the existing budget. Annual reviews of the statements are appropriately completed and again all agencies involved with the pupil either attend the review or submit reports.

34. Procedures for monitoring pupils' academic and personal development are good. The school has made encouraging progress since the last inspection, particularly by improving the collection and analysis of data to inform planning and set targets. More methodical and thorough procedures for monitoring standards and evaluating progress are now in place including analysis of assessment data, moderation of pupils' work and observations of teaching and learning. The head teacher and teaching staff have worked hard to maintain a sensible level of change and improvement over time in relation to assessment and recording procedures. The appointment of the data manager last year has significantly improved the collection and analysis of data by ensuring all assessment information is held in one place and that relevant assessment information is available when required. The evaluation of assessment data is used well to inform strategic planning. For example, data analysis has been used to identify the need to raise the attainment in mathematics in Key Stage 1, especially the attainment of girls.

35. Following the last inspection the school began the process of building up a more rigorous collection of assessment data, including details of national tests for 7 and 11 year-olds and optional tests in years three, four and five. Using this information, targets, in the form of predicted National Curriculum levels, are set for each child for the next year in reading, writing, mathematics and science. An electronic database (Assessment Manager) has been introduced and is beginning to be used to monitor progression and look at trends. Tests used as pupils enter the school provide a baseline on which to judge their future progress. The very good annual report for parents comments on their children's progress and attitude to work. It identifies National Curriculum levels in English, Maths and Science, makes a judgement on the effort the pupil has made and specifies personal targets for the pupil in the coming year. Pupil's work, behaviour and personal development are shared at the termly parent/teacher interviews.

36. Alongside these more formal assessments, a number of planned teacher assessments are identified throughout the year, particularly in the core subjects. For example, on-going assessments in mathematics are made based upon the year group key objectives outlined in the National Numeracy Strategy. Weekly evaluation sheets are used by teachers to assess learning and its implication on future planning. The teachers keep appropriate records of pupil progress matched against national programmes of study in English and mathematics, while more routine on-going assessments are recorded in the teacher's mark book. However the collection and use of on-going assessment is inconsistent and could be more effectively used to track pupils' progress, reset targets and influence planning. Samples of children's work in English, mathematics and science are

collected and matched to National Curriculum levels using exemplar material from the DfEE to ensure sound judgements. The detailed marking policy outlines the main strategies for marking pupils' work, written, oral and demonstrative. Pupils' work is regularly and consistently marked and often includes helpful comments and guidance to help them recognise how they can improve. The school acknowledges and encourages pupils' achievements by awarding merit stickers and by sharing examples of good work with other children in the class. 'Pupil of the Week' certificates are also awarded to children who achieve their targets or improve their work or behaviour in some way.

37. Information from tests and from teacher assessments enables the school to identify pupils who require extra help and to set individual targets for improvement. Additional help is provided for pupils who find learning difficult. The number of support staff has increased to provide focused and targeted help and learning support assistants provide very good help and guidance to pupils. Children who give concern are listed on the Special Needs Register and very good quality Individual Educational Plans (IEPs) are drawn up with the pupil's parents to set targets for improvement. These are reviewed termly. The procedures for placing pupils on the Special Needs Register are very thorough and consistently applied. Careful records are kept by all teachers and support staff, including those working with children from the Hearing-Impaired Resource Base and these are used very effectively to support learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has forged a very strong partnership with the parents of its pupils. Parents are kept fully informed and the school makes every effort to establish very strong and effective links with the families of its pupils. Even before new pupils join the school, they and their families are kept in touch with what is going on through a special newsletter. They are also invited to swim in the school pool during the summer term, as well as attending for pre-school visits. After new reception year children have been at the school for a week or two, their parents are invited to come into school, see some of their work, and join their children for lunch.

39. Although several parents responding to the questionnaire did not feel well informed about how their children were getting on, the inspection team found that the quality of the information provided by the school was very good. It gives parents every opportunity to understand the work that pupils do and to know how well their own child is progressing. The prospectus and governors' reports go beyond statutory requirements to provide lively and informative information on all aspects of the school's life. The inclusion of the last Ofsted report and that of the diocese on religious education inside the prospectus is a particularly useful addition for parents. Regular newsletters as well as material giving information relating to each class's individual activities are provided. Class timetables and curriculum plans are sent out each term and noticeboards for parents can be found outside the infant and junior buildings. An educational evening is held once a term when parents can attend a variety of demonstrations on aspects of the curriculum. Parents are invited to attend briefing meetings every time their child is involved in a residential visit.

40. The school attempts to involve parents as fully as possible including the use of questionnaires on particular topics, such as study support and problems with parking. Parents are given clear guidance on the type of homework their child will be doing and how to help them do it. Annual reports are of particularly good design: they give parents a clear picture of their child's achievement in comparison with the level in their class for each subject, as well as against national guidelines in English, mathematics and science. This is done purely by the use of a grading system, as parents are kept fully informed of the content of the work done by other means. The reports also include targets and comments by the class and head teacher on the child's personal development and particular strengths, be these academic or otherwise. Staff are available for informal discussion after school, and parents know that they can speak to the head or her deputy at short notice. Two formal parent consultation evenings are held each year. Parents of pupils with special educational needs are fully involved in the special needs process. The targets on the individual education plans are discussed and reviewed with parents wherever possible. Close links are kept with parents of pupils funded through the Hearing-Impaired Resource Base.

41. Parents in their turn make a very good contribution to the life of the school. Last term, thirteen parents helped regularly in school; one helped with the maintenance of the grounds, seven helped with sporting activities (including clubs), five with other activities. Parents provide support in many ways when the school stages drama and musical productions. There are parent reps on the school council and a Prayer Support Group of parents who support the school on a regular basis. The Friends Association has a small committee membership but its activities are well supported by the parent body as a whole. Last year it held a plant and cake sale, staged a treasure hunt encompassing the whole Weston area, as well as its annual Summer Fair. Its fundraising makes a significant contribution to the school. Parents also make a good contribution to their children's learning at home and at school, although this varies. Some are able to provide a high level of support for children's work (helping them do research, providing artefacts, or helping them make models like the handsome houses displayed around the school during the inspection). Others are not able to support their children or provide them with somewhere suitable to do their homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Very good leadership and management by the head over many years has been a key factor in the present popularity of the school in the community, the good quality of the education it provides and the standards it achieves. A feature of this has been the excellent way the school has met its aims over the years so that now they are implicit in all the school does. The head is very much in the forefront of all the school does as was seen in the many activities involving parents during school week. Recent staff changes have meant a complete reorganisation of the senior management team and reallocation of responsibilities for subjects and other aspects of the school. With a new deputy head, head of Key Stage 1 and more members of staff involved, the new senior management team has a great deal of potential. However, while the roles and responsibilities in the literacy and numeracy curriculum teams are clear and well managed, the scope and range of responsibilities within some of the other curriculum teams have not had time to bed in and are not as well understood by staff.

43. Governors are very supportive and committed to the school, many visiting on a regular basis. A good example of this was the involvement of a governor, a professional photographer, during an assembly as a judge of holiday photographs. They have a well-defined and understood structure of committees and individual responsibilities with a clear programme related to the priorities identified in the school development plan. Many bring considerable expertise to the governing body and all are very keen for the school to succeed. They take their monitoring role seriously, visiting regularly and receiving feedback on the effectiveness of various developments. This is an improvement since the last inspection. As individuals and as a body they know their school and their responsibilities well. Well informed governors linked to subject areas are very involved in the development of their subjects with many having attended in-service training in them.

44. The monitoring and evaluation of provision and standards is an area which has seen much development since the last inspection. Planning, classroom practice and children's work are regularly checked and evaluated and the appointment of a data manager has made a big difference to the school's capacity to collect and analyse data from national testing and the school's own assessments. Staff and governors are much more aware of trends and anomalies and are making more use of the information to set priorities, such as boys' English, in planning. The information is also used to predict individual pupil's performance in English, mathematics and science. This is used to set individual targets, check on the progress of particular groups of pupils and indicate support needs.

45. Management of the provision for pupils with special educational needs (SEN) is excellent. The SEN management team work extremely well together supporting staff and ensuring that the needs of the pupils are met. All paperwork is extremely well organised and used effectively by staff and the administration is excellent. This involves the organisation of complex timetables, which are very efficiently completed by the learning support team leader. All SEN staff have a very clear view of their roles. This area was identified as an issue in the last inspection. The teacher responsible for the pupils funded through Hearing-Impaired Resource Base (HIRB) is appropriately deployed to

support these pupils in a range of roles, including individual support, small group work and ensuring that pupils have all the resources they need. The funding for pupils with statements and for those funded through the HIRB is extremely well managed. Good links with the governing body involve the management team meeting regularly with the governor responsible for SEN. However, although SEN provision is very good, the head and governors are concerned about the ever-increasing impact the high number of statemented pupils and the changing needs of HIRB children has on the running of the school. This means the head has to spend a disproportionate amount of time involved in special needs management.

46. The role of the governors in the strategic planning of the school has developed since the last inspection and they are much more involved. Links to the curriculum teams and regular visits enable governors to monitor and evaluate the effectiveness of spending decisions. They have delegated spending powers to the headteacher and the terms of reference of the finance committee make responsibilities clear. Educational priorities identified in the School Development Plan include an estimate of costs. Where priorities are determined, as with pupils with speech problems, the school is able to respond by buying in specialist speech therapy teaching. The governors have continued their priority to maintain staffing levels and to keep class sizes as small as possible. This has put pressure on other resources and although many learning resources have been provided since the last inspection many are in need of renewal.

47. Good use is made of grants and the school constantly seeks such opportunities to improve its facilities and resources. Grants are sought for special projects, such as the proposed cover for the swimming pool and for the extension of parking facilities. The Standards Fund is used effectively for staff training and also supporting school initiatives.

48. Computerised management information systems are up to date and well maintained and the finance manager manages the finances very efficiently. She routinely seeks competitive quotations for services and challenges costs and bills, as for example, in selecting the best provider for supply teacher cover. Both income and expenditure are checked and regular reports are provided to enable the headteacher and governors' finance committee to monitor spending. A straightforward system for the administration of orders placed by teachers helps in the smooth running of the school. Weston All Saints is a pilot for the local education authority's initiative for monthly budget delegation and financial management. Although the school has not been audited recently the local education authority monitors its budget regularly.

49. The school is very well staffed and the high staff to pupil ratio ensures small manageable classes; in year six, where numbers are over 30, extra staff are used to ensure smaller groupings for mathematics and English. Teachers have a wide range of suitable qualifications and expertise to meet the teaching demands of the National Curriculum and the needs of the pupils. Teachers' strengths are used effectively and the absence of two members of staff during the inspection week was managed very successfully in-house. The school values the input of both local and foreign trainee teachers with students from the USA and Switzerland working in the school during the inspection. The expertise of learning support assistants (LSAs) enhances pupils' learning and the level of skills and the input of those dealing with children with special needs is particularly good. Sensible strategies have been adopted to maximise the use of lunchtime supervisors, who supervise consecutive lunchtimes for the younger and older pupils. The school operates as a cohesive team with the efforts of the office staff, lunchtime supervisors, kitchen and caretaking staff making their own very significant contribution to its success.

50. Overall teaching space is good with two halls, spacious classrooms, two small libraries, a computer suite (housed in the Key Stage 1 building) and a variety of work areas. The two key stages are housed in separate buildings which are some two hundred metres apart which means that access to the computer suite for Key Stage 2 children is restricted and whole school assemblies take up more time than usual. The accommodation is clean and tidy but is showing signs of wear and deterioration. The age of the buildings means there is a continuing need to deal with problems and general maintenance with windows in the Key Stage 2 block a cause of concern.

51. Attractive informative displays in the classrooms, corridors and halls celebrate achievement and stimulate further learning. In Key Stage 1 new displays were focused on good learning and behavioural habits. A feature of the Key Stage 2 classes is the wide range of good historical displays. The spacious grounds have many features in them; outdoor play equipment is good and the excellent safe area for the under fives is suitable for extended learning. However, the lack of fixed apparatus in the infant hall and its poor quality in the junior hall inhibits learning. The school's well-used wildlife area and chequerboard garden have seasonal notices that encourage the care and use of these resources. Learning resources are satisfactory in most areas and good use is made of the Wiltshire Library Service for books and artefacts. However, the poor quality of reference books in the junior library means that it is difficult for older pupils to pursue individual research outside the areas covered by the loan stock. Learning resources in geography are limited and while the computer suite is an asset, a lack of classroom computers and easy internet access makes it difficult to integrate the use of information technology into the wider curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. To build on the school's reputation for good standards in the basics and its keenness to ensure that this is not at the expense of the more cultural aspects of its pupils development, the governors, headteacher and staff of Weston All Saints School should:

- (1) Make best use of the opportunities presented by the new computer suite to improve pupils' abilities to use computers as a tool for learning and communicating by:
 - integrating the use of computers into daily planning and making sure that all pupils have sufficient time to learn by using more flexible timetabling
(Paragraphs 4, 20, 50, 74, 108 & 112)
 - make internet access readily available to pupils so they can use it as a research and communications tool
(Paragraphs 51 & 109)
 - developing a means of monitoring pupil progress through the various levels of the programme of work adopted by the school and raising expectations to match these levels
(Paragraph 113)
 - providing opportunities for all staff to improve their confidence and expertise in the teaching of ICT skills and the use of applications such as spreadsheets.
(Paragraphs 4, 112 & 113)
- (2) Make better use of the long morning sessions in Key Stage 2 and so free up more time for the foundation subjects by:
 - limiting work in literacy and numeracy to an hour and consolidating the time left over into a block which can be used for discrete subjects such as music, religious education, physical education or ICT.
(Paragraph 20)
 - finding ways to reduce the total amount of time taken up by registration and whole school assemblies
(Paragraph 50)
 - evaluating the possible advantages of doing some literacy or numeracy work in the afternoons to make better use of resources and staff
- (3) Ensure that everyone is clear about who is responsible for what in each key stage within curriculum teams.
(Paragraphs 42, 92, 93 & 104)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Girls' writing was much better than boys in recent national tests
(Paragraph 1)
- Inappropriate behaviour by a few in year one is slowing progress
(Paragraphs 3 & 7)
- The book stock in the library is out of date and not good enough for pupils to use in independent research
(Paragraph 46,51, 67 & 85)
- The poor quality of fixed apparatus in the junior hall and the lack of any in the infant hall is limiting the teaching of gymnastics and movement
(Paragraphs 51 & 104)
- Pupils arriving late for school disrupt the start of day for those who arrive on time
(Paragraphs 10 & 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	42	21	1		
Percentage	1	16	54	27	1		

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 one [two, three, etc] percentage point[s]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		346
Number of full-time pupils eligible for free school meals		48

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		16
Number of pupils on the school's special educational needs register		91

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	25	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	20
	Girls	22	23	21
	Total	43	43	41
Percentage of pupils at NC level 2 or above	School	86 (78)	86 (76)	82 (73)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	23	21	21
	Total	43	41	41
Percentage of pupils at NC level 2 or above	School	86 (76)	82 (78)	82 (82)
	National	84 (82)	88 (86)	88 (87)

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
	2000	26	19	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	25
	Girls	18	16	18
	Total	40	39	43
Percentage of pupils at NC level 4 or above	School	89 (75)	84 (81)	96 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	24
	Girls	17	17	18
	Total	39	41	42
Percentage of pupils at NC level 4 or above	School	87 (73)	91 (79)	95 (85)
	National	70 (68)	72 (69)	80 (75)

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	1
Indian	1
Pakistani	1
Bangladeshi	1
Chinese	1
White	275
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR– Y6

Number of qualified teachers (FTE)	16.9
Number of pupils per qualified teacher	23.5
Average class size	24.7

Education support staff: YR– Y6

Total number of education support staff	14
Total aggregate hours worked per week	199

Financial information

Financial year	2000
	£
Total income	765607
Total expenditure	759247
Expenditure per pupil	2195
Balance brought forward from previous year	-5064
Balance carried forward to next year	1296

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	1		1
My child is making good progress in school.	63	35	2		
Behaviour in the school is good.	31	64	5		
My child gets the right amount of work to do at home.	32	53	11	3	
The teaching is good.	64	35	1		
I am kept well informed about how my child is getting on.	43	44	11	1	
I would feel comfortable about approaching the school with questions or a problem.	57	37	5	1	
The school expects my child to work hard and achieve his or her best.	60	38	1		
The school works closely with parents.	44	50	6		
The school is well led and managed.	54	44		1	
The school is helping my child become mature and responsible.	46	51			4
The school provides an interesting range of activities outside lessons.	74	21	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

53. The school's two parallel reception classes housed in adjoining rooms in the infant department share a well equipped secure outside space. Children start school at the beginning of the academic year in which they are five and at the start of the inspection almost all were still four. They had been in school for only seven mornings and a normal timetable had not yet been established. A well-planned programme introduces the new children and their parents to school and ensures that positive relationships are quickly forged with families. This was further developed in the inspection week when a lot of mums and a few dads were able to join their children for their first school lunch. All children attend part time for the first few weeks, with the least mature continuing part time for much of the first term. Links with play groups and other pre school providers are well developed. During the week of the inspection, the reception class teachers were necessarily spending a large amount of time working with groups and individual children to find out what they knew and could do, to establish a baseline.

54. Reception classes are well resourced and organised. They are very well taught by hardworking, caring teachers ably supported by classroom assistants (CA's) and additional helpers who ensure that very young children with hearing and visual impairment are able to join in successfully with all the reception classes have to offer. This staff do sensitively by helping or intervening directly when necessary but otherwise holding a watching brief to give their charges the opportunity to be as like their classmates as possible. Overall provision in the foundation year is very good which is an improvement since the last inspection which took place at the end of the school year rather than the beginning. It is already clear that boys and girls in this year's entry are well on their way to achieving the 'good' standards in each of the areas of learning shown then and will achieve the early learning goals in each well before the end of their foundation year.

Personal, social and emotional development.

55. Children in the reception classes are happy and settled having quickly learnt the rules and conventions associated with the classroom and school life. A great deal of time and attention has been given to organising the rooms and activities so that children can make choices and decisions and look after themselves. They play and work happily together and know the rules associated with taking turns, tidying up and listening to others. This was well shown when, with the teacher and the CA busy working with small groups of children, the rest got on quite happily without direct supervision playing in the home corner, using construction toys or putting jigsaws together. More good evidence of their well-developed awareness of how to act and behave appropriately comes daily when the CA's supervise a short video session in the hall while teachers work with individuals in quiet classrooms. Most boys and girls have already achieved the early learning goals for this area of learning which is a tribute to the children themselves and also to the effectiveness of the measures put in place by their teachers. This area was not reported on at the last inspection.

Communication, language and literacy

56. The attainment of the children in communication, language and literacy is variable but overall judged to be good for four-year-olds who have just started school. Most already speak clearly and confidently and adults sensitively support them when they share stories and talk about things of interest. Most four and five-year-olds recognise their name and many already make very good attempts at writing it. Understandably, little direct teaching of literacy skills has yet taken place but several pupils are 'writing' using recognisable letters and words and one young man confidently read 'said' from a card. They enjoy looking at books and some choose to sit quietly in the book areas browsing through some of that interested them. Boys and girls handle books carefully, understand how books work and that print carries meaning. They talk about the pictures and understand that print is read from left to right. Children are already beginning to recognise many clearly displayed notices and captions, remembering or suggesting what they might say.

Mathematical Development

57. With teachers concentrating on finding out about boys' and girls' language, literacy and physical skills, most mathematical activity was incidental rather than taught. However, a range of practical, purposeful activities is making a good contribution to mathematical understanding and development. Pairs of shapes and a collection of gloves were used to give children practice in matching and counting which they did confidently. Several boys and girls intently threaded ribbons to match a sequence on a card. Number songs and rhymes are a part of every day life and help reinforce counting and introduce the concept of taking away. Daily routines such as registration are well used to practise and reinforce counting activities with most children already able to count up to and back from 20.

Knowledge and Understanding of the World

58. Boys and girls are gaining a good understanding of the world in which they live. The current theme of 'Myself' is presenting many good opportunities for exploring similarities and differences and talking about relationships within the immediate family. Describing and recording the weather is a regular and popular activity first thing in the morning. Boys and girls have many good opportunities to use a variety of construction kits to make their own models and develop their technological skills. The computer is in regular use and children were often observed using it confidently and with some enthusiasm. CA's talk children through the routine for operating the video and their response shows that they know how it works. Small groups happily use the tape recorder to listen to stories. It is early days, but teachers are already helping children to a better understanding of their place in the world.

Creative Development

59. Children have regular planned opportunities to use play dough, paint and draw and they respond well to specific tasks such as painting a portrait of themselves looking carefully at skin tones. They are given good opportunities to play imaginatively in the role-play area and with construction materials. Boys and girls enjoy the regular times when they can sing and respond to music. They know a number of rhymes and jingles and are beginning to develop a sense of time and rhythm through clapping and moving to music as in physical education.

Physical Development.

60. Four and five year olds have many opportunities to handle small tools such as pencils, crayons, paintbrushes, glue sticks and scissors. They frequently put together and take apart construction materials and work with jigsaws and other tabletop equipment. These activities are making a significant contribution to the development of their physical skills. A well-resourced secure outdoor area gives children the opportunity to test themselves and practise running, jumping and climbing freely in a safe environment. Regular planned times in the hall provide a more structured time for movement and at this early stage in the school year, give a good opportunity for the teacher to assess physical skills such as skipping, hopping and balancing. Most children move confidently and make good use of the space around them. The energy expended, wide range of movements demonstrated and levels of control shown in an excellent physical education lesson were outstanding.

ENGLISH

61. Standards in English are above the national average for seven and eleven year olds and progress is good. Since the last report standards in writing have been raised. Pupils are well catered for through ability groups across the year and expectations are high. Handwriting has improved and all pupils produce a good style of joined writing from an early stage. Pupils with special educational needs, including those with a hearing loss receive very good support in class from well trained staff and their progress is good. Opportunities are provided for pupils to develop their speaking and listening skills through drama, choral speaking, contributing ideas in class and evaluating work together.

62. Pupils attain good standards in speaking and the majority listen well. They listen to instructions carefully and respond to the task appropriately. Most pupils concentrate well in lessons, and answer questions accordingly. They speak clearly and from an early age are able to present their ideas and viewpoints confidently. Opportunities are planned for all pupils through assemblies (such as the very well attended year four skeleton assembly) to develop their speaking and listening skills to a wider audience including parents. They sort their ideas out in a sequence and use a growing vocabulary. Older pupils use a wide vocabulary correctly, including that specific to subjects. They learn to speak with expression; for example, pupils in year four recited the poem 'I tried someone else's body' linked to their science work and shared it in the class led assembly. They speak fluently, using the microphone confidently to ask questions of the audience.

63. Reading is above the national average. Most pupils read simple text from an early age using a variety of strategies to read unfamiliar words and increase fluency and expression. They follow stories in books in group-reading sessions and individuals read books from a variety of sources. Many self-correct their reading when it does not make sense. They are confident in talking about their favourite story and books. Pupils read widely including poetry and plays such as 'A Midsummer Night's Dream' which year six shared with a visiting teacher. Most pupils are able to read books for information and understand the value and use of the contents and index pages. Older pupils make predictions about the text and storyline. More able pupils discuss the text in detail making inferences and deductions and identify a style of writing, which they enjoy. The reading skills of those with special educational needs are satisfactory.

64. Writing is well above the national average signifying good achievement for the majority of pupils. Pupils write for a wide range of purposes using suitable formats including diaries, stories, poetry, letters, lists and descriptions, and include factual writing. More able year one pupils write poems about 'minibeasts', using related vocabulary, such as 'I eat aphids'. They write in sentences using capital letters and full stops correctly. Story writing in year two includes description and suspense, as for example, 'the robbers came in a purple submarine'. Formal letter writing includes the correct usage of paragraphs and punctuation and pupils are able to give a reasoned reply as to why an applicant cannot have the job on a building site. Year four pupils are motivated to write a story for younger pupils in the style of 'Mr Creep the Crook'. They use alliteration for the names and plan their work well, some using storyboards. They share their ideas with each other and display enthusiasm and involvement. Pupils in year five write lines for their poems; for example 'a tiny kitten jumping quickly', which complies with the task of writing in a given sequence of parts of speech. Year six pupils write in the style of authors such as by following the study of 'Wind in the Willows by Kenneth Graham'. Pupils enjoyed using the 'upper crust' English vocabulary such as 'top hole old chum'. Reporting for a newspaper is successfully done in conjunction with a study of World War II. Good use of word processing enables a suitable format to be achieved. In reporting on 'Bristol Blitzed Big Time' the writing is expressive and makes the situation very clear.

65. Standards of handwriting and presentation of work are good throughout the school. Pupils regularly practise forming their letters correctly and writing is joined legibly from year one. Older pupils continue to develop the school style using a pen. Spelling is increasing in accuracy and pupils independently refer to wordbooks and dictionaries. Good strategies are in place to continue to raise the standard. Pupils are taught and learn spelling rules systematically, practice spelling and develop the use of words. They are encouraged to identify common spelling patterns and recognise words within words.

66. Teaching is good across the school. Teachers take pupils from across each year group in ability groups for some of the lessons each week, which helps teachers to match work more closely to the ability of all pupils. Teachers make sure pupils know what they are expected to learn and how this links to what they have covered previously. They encourage pupils from an early stage to use the correct technical vocabulary across the curriculum. Teachers use interesting and varied approaches to writing. They understand the importance of stimulating imagination and thought before the children begin to write. Pupils' contributions within the lesson are valued and their confidence and self-esteem raised. Information technology is used for the presentation of work and on occasions the focus in information technology teaching is English.

67. The subject leaders have a clear view of their role, leading their subject very ably, giving support to teachers, monitoring planning and observing lessons. The results of optional tests in years three, four and five are analysed and used to predict individual attainment and follow trends. Since the last report many new books have been purchased. The Key Stage 1 library has a satisfactory range of books which the pupils enjoy reading. However, the Key Stage 2 library continues to contain out dated stock and lacks an atmosphere, which promotes the enjoyment of books. This limits the opportunities for pupils to find books and research information for themselves. However, they make good use of the books within their classrooms, many of which are borrowed from the Wiltshire Library Loan Service. Pupils visit the Weston Public Library twice termly where library skills are taught and books borrowed. Visitors such as theatre groups, storytellers and a drama consultant are well used to enhance pupils' learning.

MATHEMATICS

68. Inspection evidence obtained during the inspection from lesson observation, talking to children and analysis of work indicates that standards in year six are not quite as good as the very high standards achieved last year, but still above average. Standards of the current year two pupils are above average and indicate results should rise in next year's national tests. Although attainment in both key stages has risen since the last inspection, the improvement is largely consistent with that achieved in other schools. As a result, the judgement on attainment is broadly similar to that made in the last Ofsted inspection, when pupils were said to be 'attaining standards above the national average in both key stages.' Through the successful introduction of the National Numeracy Strategy and the commitment of the staff to raise standards in the subject, all pupils, including those with special educational needs, are making good progress and achieving well. However, teachers recognise that in some cases expectations could be higher.

69. As pupils progress through the school their understanding, knowledge and mathematical skills are increased and refined. Pupils in year one count forward and backwards in whispers to 30, emphasising multiples of five. They develop their vocabulary and recognise that 'add' or 'more' both mean 'count on'. By the age of seven, pupils use different strategies to add three numbers together and have a basic knowledge of fractions such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$. They recognise two-dimensional shapes, for example squares, triangles, circles and hexagons and sort out numbers using a Carroll Diagram. In mental maths, seven year olds can typically double numbers, count on in fives, count back in tens, identify odd and even numbers and speedily recall number bonds to 20. This is better than might be expected for pupils of this age at this time in the school year.

70. In year three, pupils clearly show understanding of place value in three digit numbers. They recall addition and subtraction facts to 100 and have strategies to work out sums such as 164-82. By year four, pupils know how to convert 363p into £3.63 and how much change from £10.00 you get if you spend £7.55. Year five pupils find equivalent fractions and are beginning to use this to add together two fractions. In the oldest classes pupils are able to use a variety of methods to write down multiplication calculations. They use their knowledge of rotational and line symmetry, translation and tessellation to create patterns exemplified by the excellent display on the year six landing. The standard of presentation of the pupils' work is generally satisfactory, with some examples of very neat work. Achievement in mathematics in most classes is good and standards generally in Key Stage 2 are better than in most schools.

71. Most pupils establish good work habits and try hard. Their ability to use appropriate mathematical language is developed from reception onwards. They improve their understanding of mathematical operations and their ability to use different methods of working out a problem in their head. During lessons pupils are becoming increasingly self-reliant when faced with a problem. They are able and willing to ask for help when needed and are motivated to improve. Pupils respond enthusiastically, particularly in the mental maths and are eager to volunteer answers or explain the strategy they are using.

72. Teaching in mathematics is good. In all the lessons observed the teaching was at least satisfactory and in most it was good and better. Where teaching is better the pace of lessons is brisk and pupils work purposefully and try hard. Planning is closely linked to previous lessons with clear learning objectives and questioning is skilful and challenging. Because of this, pupils willingly ask for help when needed and are motivated to improve. It was quite noticeable that in several lessons learning accelerated once pupils moved on to the practical activities. In the few lessons where teaching is just satisfactory pupils are given less opportunity to explain their thinking and the plenary could be more effectively used to draw together what has been learned and to highlight key facts or ideas that need to be remembered. Planning is now thorough and systematic with learning outcomes clearly identified in each lesson. Teachers give pupils the opportunity to explain their strategies and methods. For example, year six pupils were encouraged to find different ways of multiplying two numbers together and to explain their method to their classmates. Appropriate resources and equipment are used effectively to ensure understanding. In mental maths the use of different resources, such as number sticks, number boards and number cards gives every child the opportunity to answer and so be fully involved.

73. Mental maths sessions are well used to give a clear start to the lesson. However in some lessons observed this lacked the crispness and brisk pace of the introductory mental maths seen in other classes. Work is well matched to the ability of the pupils, not only through the ability setting, but also within a set where, quite often, the teacher provides three levels of work. Teachers ensure activities are well chosen to include all pupils, including pupils with special educational needs. Teaching is very well supported by learning support assistants who provide invaluable help, such as 'signing' for pupils who cannot hear the teacher, to ensure all pupils are able to take part fully in the lesson. Appropriate work set to be completed at home often usefully extends or complements learning in class.

74. The curriculum is now structured on the Framework for the National Numeracy Strategy and bases much of its work on a commercial scheme, although often work is selected from a variety of sources to ensure the work is suitably matched to the ability of all the children. The school's system of setting pupils by ability has helped raise standards by making teaching more effective. In the last inspection the judgement made was the 'Opportunity for using and applying mathematics needs further development.' With the implementation of the National Numeracy Strategy this has been addressed effectively. Children were rarely involved in mathematics related activities on the computer during lessons, other than 'consolidation' work for children with Special Educational Needs and this is an area for development.

75. Assessment arrangements are good. Following baseline assessment on entry, information obtained from national tests (SATS) and optional SATS in years three, four and five is carefully analysed to assess standards and identify trends. Targets are set for each child following the end of year tests. Work is regularly scrutinised and teaching observed by the subject coordinator and the head teacher. Alongside these more formal assessments a number of planned teacher assessments are identified throughout the year. For example class targets are identified each term, on-going assessments are beginning to be made based upon the year group key objectives outlined in the Numeracy Strategy and classes already use one-a-week maths tests. Daily assessments are made on the lesson evaluation sheet or kept in the teachers' mark books. Pupils' work is marked regularly and consistently and includes helpful comments to help the pupils recognise how they can improve.

76. Mathematics is strongly led by two well-qualified subject co-ordinators, one for each key stage. Their drive and enthusiasm is having a positive impact on the development of the subject. Well targeted training to raise subject knowledge and the monitoring of teaching and learning are already helping to raise standards. The school's improvement planning is well developed and ensures resources are targeted at agreed priorities. Resources for mathematics are good, with enough equipment etc to properly resource the full implementation of the Numeracy Strategy.

SCIENCE

77. The standard of attainment in science of pupils at both key stages is above national averages. Pupils in both key stages are provided with a comprehensive programme of science activity that enables them to acquire knowledge and understanding of the world around them, materials, and physical processes. Pupils develop good investigative skills and are able to record and measure their observations. They make simple comparisons, identify patterns and relationships and offer explanations based on their knowledge and understanding. Pupils are confident in making predictions and have a good understanding of fair testing.

78. Pupils in Key Stage 1 undertake practical investigations that provide first hand experience and reinforce learning. In learning to distinguish between living and non-living things, year one discuss the characteristics of living things, suggest that flowers grow and gorillas move and walk, whereas non-living things like a chair do not move. When grouping items they discuss whether fruit is living or non-living and one pupil explains the reason for putting fruit between groupings is that the fruit is living until it is picked and then it is non-living. Pupils learn about food groups, are able to describe the five senses and know that exercise is beneficial to good health. They know that a bulb will not light if the circuit is broken and are able to draw a circuit for an alarm with a buzzer and a switch.

79. In Key Stage 2 pupils understand the conditions for plant growth and know that water, light and warmth are required. The growth of plants is measured and compared and they know that some plants can be used as medicines. Investigations into different materials by year three, enables them to describe different properties of materials, such as, opaque cardboard, translucent tissue paper and transparent glass. Pupils understand the need for a fair test and use these principles to investigate water resistance. When challenged to find what shape will move more easily through water, pupils use plasticene to model different shapes. They determine that the amount of plasticene and the amount of water should remain constant and conclude that a flat disk has the highest resistance in water. Pupils demonstrate an understanding of the differences between solids and liquids and describe liquid as 'something that can flow and take the shape of whatever it is in'. Year five learn about the need for a balanced diet and that too much sugar or fat can lead to health problems. They find out that fruit are good because of vitamins and that cakes and sweets contain sugar which is bad for teeth.

80. The quality of teaching is satisfactory In Key Stage 1 and good overall in Key Stage 2. Specialist teaching provided for pupils in Key Stage 2 as observed in a year six lesson has a positive impact on pupil attainment and class teachers also benefit from the specialist knowledge and enthusiasm brought to the school. The subject knowledge of other teachers is generally good and team planning ensures that lesson plans are detailed. Explanations to pupils are clear and resources are well organised and appropriate for pupil investigations. In the best lessons expectations are high, there is a brisk, purposeful pace and time limits are set for pupils to complete activities. Pupils' understanding is questioned and the response to their ideas promotes valuable discussion so that, for instance, year six pupils gained a very good grasp of photosynthesis. As teacher expectations are being consolidated early in the year, there is a higher than usual incidence of disturbing behaviour by a small minority of pupils and teachers use a range of positive strategies to manage these without unduly disturbing the flow of lessons. Teachers assess pupils' progress at the end of each unit of work and this informs the end of year assessment. Classroom assistants provide effective support for pupils with special educational needs, particularly those with hearing impairment. Learning is supported by homework activities that are linked to the work in the class.

81. Pupils are enthusiastic in science lessons and they enjoy practical investigations such as when year six pupils investigated the differences between sand, loam and clay. Hand lenses were used eagerly to identify the differences in particle size and the air spaces between particles, and determine with a good deal of mature satisfaction that loam is the best soil for plant growth. From the early years in Key Stage 1 pupils eagerly discuss the work they are doing and applaud the efforts of friends. In most lessons observed pupils co-operated well with each other and shared

resources willingly as when an investigation into insulation led them to decide that foam and fur are better at keeping them warm than plastic and suede. They worked at a good pace, concentrated, listened attentively and were keen to answer questions.

82. The science co-ordinator oversees the planning across the school and consults with colleagues on a regular basis. Non-contact time enables the co-ordinator to work alongside staff and monitor lessons in Key Stage 2. This good practice needs to be extended to Key Stage 1 to ensure consistency in teaching and expectations. Governors are very supportive, have regular discussions with teachers and scrutinise the planning. They have also provided practical help in developing the school's environmental areas such as the pond and wild area that are used effectively to enhance classroom activities. Science displays around the school include questions and provoke thought. The theme of skeletons in a class assembly, effectively enhanced by music and dance, was used to share classroom learning with parents and the rest of the school. An after school club provides opportunities for pupils to pursue their interest through a range of experimental and practical activities. Recently audited and enhanced resources linked to the units of work are easily accessible.

OTHER SUBJECTS

83. With the inspection starting on the eighth day of the school year and all children in new classes with new teachers, pupils have had very little time to complete work in the foundation subjects with most activities at an introductory stage. They are sensibly concentrating on establishing expectations and ways of working. Because of this, judgements on many of these subjects have had to rely more than is usual on the analysis of work completed last year and planning for this year. This analysis, with inspectors' observations during the week, shows that standards in most of these subjects are appropriate for the ages of the pupils concerned with strengths where teachers have particular interest or expertise. The exception is in information and communications technology (ICT) where standards are below those now expected for primary age pupils. For this reason, ICT will be dealt with separately, while aspects of other subjects will be reported on as a group.

84. The general quality of teaching within the foundation subjects is good especially in Key Stage 2 where almost all lessons observed were good with some very good in physical and religious education. As in the core subjects, less teaching is good in Key Stage 1 but only one lesson observed was unsatisfactory. It is important to note that two of the teachers involved were only in their third week of teaching and that the school acknowledges that year one includes a particularly challenging group of children who are taking time to settle in. All subjects have suitable planning arrangements based on national and commercial schemes and teachers in parallel classes work well together to make sure that all pupils experience a similar curriculum. Established teachers have sufficient expertise in the subjects they are teaching and the school is aware of the areas in which newly qualified teachers are least confident.

85. Staff make very good use of a library loan scheme to provide specific books and related objects for pupils' current work in geography, history and religious education. However, the poor stock of reference books in the junior library means that it is difficult for older pupils to follow their own lines of enquiry outside the specific topics provided for. As yet, very little use is made of information technology in the foundation subjects in most classes. However, very good use is made of visits, residential trips, visiting experts and the expertise of parents and the community to enhance learning in many foundation subjects. A very good example of this was the contribution made during the inspection week by a physical education teacher from a local secondary school teaching tag rugby. However, the incorporating of visits to other places of worship within the planning would benefit the understanding of world religions.

86. Great care is taken to ensure that pupils who need additional support do not miss out on the rich range of activities available in the foundation subjects, and that support is provided appropriately to enable pupils with very special needs, such as those with hearing impairment, to join in with their classmates.

THE FOUNDATION SUBJECTS – ART AND DESIGN, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC, PHYSICAL AND RELIGIOUS EDUCATION

ART AND DESIGN

87. By the age of seven most pupils confidently explore ideas and investigate and use a range of materials to communicate their ideas and meanings. They try out tools and techniques and apply them to materials and processes. Pupils in year one develop the use of scissors during an art lesson by cutting out drawings of themselves to show their characteristics. This work is linked to their topic about themselves. In year two pupils begin to improve their techniques of colour mixing. Evidence from last years' work indicates that boys and girls make good progress in their learning and have a good range of opportunities to explore different techniques. For example, pupils use pastels to make close observational drawings of flowers. They also make attractive patterns using block printing and bubble-printing.

88. Older pupils use their knowledge and experience to develop their ideas further. Years three and four extend their observational skills and techniques to make observational drawings of plants and silhouette pictures of the skyline during "The Blitz". In year four pupils investigate pattern, line and shape by using a viewfinder to replicate sections of patterns on wrapping paper. They sensibly make positive comments about each other's work. Following a visit to the Museum of Costume, other projects use the techniques of batik and painting on material to produce a display of a pond and pond creatures. Older pupils study the works of different artists such as Picasso and Matisse and effectively create pictures in the styles of these artists. Boys and girls in year five have drawn in some detail pictures of places in Bath and use materials effectively to produce a collage of Icarus. Still life drawings are well developed and pupils in year six make good pencil drawings of artefacts seen from different angles.

89. Art has a high profile in the school and very good use is made of the expertise of people in the community to support pupils with their learning. Resources have improved since the last inspection with sufficient equipment and materials to teach the art curriculum.

DESIGN AND TECHNOLOGY

90. By the time they leave the school most pupils have made at least sound and sometimes good progress in their learning and are satisfactorily developing their skills of designing and making. There is less written evidence of evaluating their work, although from discussions with pupils and teachers this is usually done orally with the whole class. Year one pupils design a healthy meal linked to their topic work about themselves. In year two, they successfully investigate how a range of different puppets is made, leading to designing their own glove puppet. By the end of the key stage they are confident to select tools, techniques and materials appropriately, explaining their choices.

91. Eleven-year-old pupils use and develop these skills further. The school has adopted the national guidelines for design technology and standards and pupils' learning have improved significantly in Key Stage 2 since the last inspection. Pupils in year three designed and made castles using a range of skills, following a visit to St. Briavel's castle. In year five they designed and made Georgian houses as part of a history topic and in year six pupils designed and made pirate treasure islands. These projects were evaluated orally by the pupils and were completed with much parental support. During the inspection an artist worked with pupils in year five to design and make kites. Most pupils' finished products were of a good standard.

92. Resources are now satisfactory and have improved since the previous inspection. The co-ordinator responsible for most of these developments has recently left the school but there is good evidence that teachers' expertise has improved since the last inspection and that they have had sufficient support to enable them to teach design technology satisfactorily.

GEOGRAPHY AND HISTORY

93. The school organises topic themes with either a history or geography bias; opportunities arise for the inclusion of art, design technology and religious education in these topics. The plans for each year group are sound but in geography, the school does not study a locality in a less economically developed country in Key Stage 2 as required by the National Curriculum. The humanities co-ordinator has taken good steps to promote both subjects in the school but the exact roles for subject responsibility in the humanities team are unclear.

94. With history the main focus, only one geography lesson was observed. Pupils' geography skills are developing as they move through the school. In Key Stage 1 pupils use the school grounds and visits to enhance their work and map work is established at an early stage. In a topic on animals, they planned maps for a visit to Avon Valley and located other animals in their world habitats. During the inspection a year two class used postcards and brochures to identify the main features of a seaside location.

95. Most geographical work in Key Stage 2 is programmed for the spring and summer terms and map skills are planned for teaching in a systematic way. Work has sensibly been linked to visits and residential trips. Weston village was used for fieldwork, and a year three trip to Cheddar examined the features of the cave system. The year five trip to the Isle of Wight demonstrated thorough work on coastal features, with good extension work in geology. In year six the residential trip to Portsmouth included a trip to France with some geographical content that could have been extended. Attainment is satisfactory on the evidence seen.

96. Coverage in history throughout the school is well planned. A number of lessons were observed where good use was made of pictorial and video evidence, artefacts and first-hand accounts. A year two seaside topic involved use of a video showing scenes from fifty and a hundred years ago. Pupils then examined photos of different means of transport used to reach the seaside and put them in date order on a timeline, recording their findings in drawings and writing. Year three pupils used relevant objects to enhance lessons on Egypt and on a mediaeval topic in year four. In the year six class, a feature of a lesson on World War Two was the account of wartime life by a grandparent. This prompted a discussion on fact and opinion which was then applied to the examination of a range of objects and evidence from the time.

MUSIC

97. Music has a high priority throughout the school and pupils have opportunities to experience, learn about and perform music in many ways. These include class lessons, singing assemblies, performances, clubs and a wide range of individual tuition in instruments and voice. Very good use is made of visiting specialists to enhance provision in music. Provision for music has improved greatly since the last inspection especially in Key Stage 2.

98. Class teachers make good use of a published scheme to give structure and consistency to lessons. A good example of this came in a well prepared and managed year four music lesson where pupils were learning to follow a score with loud and soft patterns on cards provided by the scheme. The teacher's clear instructions and careful control meant that each pupil was able to play his or her part in performing sometimes complex rhythms of loudness. Very good use is made of the music curriculum support teacher to help less confident teachers by providing demonstrations and team teaching. A very good example of this was observed in year two where young pupils investigated the nature of the sounds made by various instruments. Sensible strategies such as not giving out the beaters until the activity had been explained and the use of coloured cards to indicate when pupils should play, together with a no-nonsense attitude provided a very good example to the watching teacher. However, despite this, in some classes not enough time is given to music teaching.

99. Weekly singing assemblies give pupils regular opportunities to sing together which they do enthusiastically and well. The performance element came into play during a class assembly when year four pupils sang 'Skeleton Rock' tunefully and confidently to the whole school and many

parents. A few instrumentalists also take turns to play during the Monday morning assembly. As the year progresses, the recorder group will reform to accompany singing during assemblies.

100. More than a quarter of pupils in years one to six are involved in individual or small group instrument or voice tuition with visiting teachers. This includes keyboard, guitar, percussion, violin and flute. Some teaching takes place in school time but great care is taken to ensure that pupils do not miss out on other subjects. While for most pupils, the general provision the school makes for music is sound, pupils who receive additional tuition get a very good grounding in the more technical and performance elements. This is put to good use in the school orchestra when pupils are joined by parents and members of staff. However, all pupils have the opportunity to join the school choir and many do.

PHYSICAL EDUCATION

101. Standards in physical education (PE) are as might be expected throughout the school. In the last inspection there was insufficient evidence to make an overall judgement on attainment. The school has worked hard to improve the quality of teaching, which was criticised before. As a result more is expected of the pupils and they are managed better as was demonstrated in lessons observed in a range of activities. All children have equal access to the subject including those with special educational needs.

102. In a dance lesson work is well linked to the class topic, 'The Sea.' Younger pupils are encouraged to move to the mood of the music and imagine themselves on the seashore with the waves getting bigger and smaller. They move in a variety of ways and make good use of the space available. Pupils link their work to the class topic by attempting to move around like sea creatures and travel in varying styles and pathways. Younger junior pupils demonstrate shoulder, chest and bounce passes in netball and participate well in a rugby lesson taken by a visiting teacher, improving their ability to pass the ball. Older juniors participate in circuit training to help improve their fitness, whilst the oldest demonstrate the correct way to get on and off apparatus in gymnastics. All pupils, including those with special educational needs, make satisfactory progress. Nearly all pupils participate fully, including those with physical difficulties who are well supported by support staff. Pupils work hard and show obvious pleasure during their physical education lessons. They respond vigorously to warm-up exercises. Behaviour is almost always good, although in both the year three classes observed the behaviour of a few slowed the pace of learning. Pupils share the use of apparatus fairly and co-operate well in team games.

103. The school provides an excellent range of extra curricular activities including gymnastics, dance, rugby, football, netball, cricket, rounders, athletics and basketball and the school teams participate fully and successfully in local tournaments and competitions. Junior children have the opportunity to participate in outdoor activities during the residential school trips.

104. Physical education is well led in Key Stage 2 by a suitably qualified coordinator but responsibility for the management of the subject in the infants is unclear. Accommodation for PE is very good. The school has two halls, a swimming pool and sufficient grass and hard areas to fully implement the scheme of work. However the 'dated' fixed PE apparatus in the junior hall and limited range of large equipment restricts learning opportunities. With no fixed PE apparatus in the infant hall, and good quality climbing apparatus housed in the hall cupboard, the time and effort involved in 'putting up' and 'putting away' the apparatus is hardly the most effective use of valuable resources. The high quality outdoor climbing apparatus is very well used during playtimes.

RELIGIOUS EDUCATION

105. Attainment in religious education throughout the school matches the expectations of the locally agreed syllabus. Pupils in year one speak confidently about their special place and share reasons why it is special such as being safe, quiet and 'my own'. They recognise the church as being a special place to think and be peaceful. In year two, pupils have a satisfactory knowledge of major Christian festivals. They recall stories from the Old and New Testaments including stories of miracles performed by Jesus. Most know the meaning of some Christian symbols such as the cross, candles and water and recognise that prayer is important to some people.

106. Pupils in year three are developing a greater awareness of Christianity and its teaching. They explore how the Ten Commandments are similar to the expectations of behaviour in school and at home. Year four pupils share their ideas about God; for example, 'God makes happiness' and 'He wants the world to be happy and not unkind'. Following the story of the widow's mite, they confidently explore what they value through drama. Pupils in year six have a sound knowledge of religious belief and teaching and of various practices and specialist language. They are beginning to ask questions and find their own answers. Their retelling of the story of Zechariah is descriptive and poetic using such phrases as 'I became frightened and was gibbering nonsense'. They recognise that richness does not make for happiness and understand the importance of religion to some people and why people pray. Many are developing an awareness of the relationship between religion and everyday life through discussion. All pupils, including those with special educational needs, are well supported and make satisfactory progress.

107. Where teaching is particularly good, links with other subject areas are used to enhance and focus pupils learning, as for example in the use of drama. The high quality evaluation of pupils' work by the teacher and others in the group, reinforced the objective of the lesson. An open respect is shown by adults and pupils for others opinions and beliefs. Teachers value all the pupils' efforts and ensure confidence and self-esteem is raised.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

108. Although the provision for Information and Communication Technology (ICT) has improved since the last inspection, attainment at both key stages is below what is now expected. The computer suite has sufficient equipment for pupils to use but timetabling constraints and the lack of classroom computers or integration into other subjects means that pupils' capability overall is less than satisfactory.

109. As the inspection took place at the beginning of the year the work of pupils retained from the previous year has been analysed. There is little evidence amongst this work of much more than basic word processing and simple data handling skills. In discussion, boys and girls were able to describe the programs they have previously used. Pupils in year six have been introduced to a number of programs, but they have not had the opportunity to refine and develop their skills through a progressive and structured programme of study. There was no evidence, for instance, of the use of text and graphics or where a database had been used to collect, collate, interrogate or interpret information and data beyond a simple level. Evidence was lacking of ICT being applied to appropriate tasks in controlling equipment or for modelling and investigating patterns and relationships. Internet access is restricted to one computer and although electronic mail has been used this was through the administration computers.

110. In Key Stage 1, pupils develop keyboard skills and learn to use the mouse and program shortcuts. They successfully enter data on their favourite type of fruit. In year two pupils enter data to show eye colour and produce a graph. In Key Stage 2 pupils make good use of the computer in literacy lessons where they change text from present to past tense. They use the mouse and cursor keys to navigate around the text and make the required changes. Other word-processed literacy work was evident from poems that were written in the style of Christina Rossetti. In year four, pupils are able to identify the target audience for advertisements that they watched and discuss both style and format. This led them to design their own advertisements. Older pupils in Key Stage 2 learn to sort text alphabetically, by columns or rows, using a spreadsheet and can identify the addresses of cells accurately. Year six pupils' word-processed text for posters to recruit sailors to the Tudor navy, a chronology of events on the Titanic and information on Anne Frank. Boys and girls enjoy working with computers, are enthusiastic and are keen to enter data and complete the tasks. They concentrate, behave and co-operate well discussing tasks with partners particularly as they share computers in the ICT suite.

111. Teaching observed in both key stages was satisfactory. Lessons are well planned and the objectives are clear if unchallenging in a national context. The subject knowledge for the lessons observed was sound and the interactive whiteboard used effectively in demonstrating how to enter data and text headings. Class management is good, discussions are well led and questions are used effectively. Quiet listening is encouraged and teachers give encouragement and praise to pupils for work and behaviour. The pace of lessons is generally good but introductions can be too lengthy and reduce pupils' working time. Some lessons were observed where teachers made use of computers to support learning in other subjects. One, for instance, was linked to a science activity where information on eye colour was collected and the computer was used very effectively to edit a prepared text in a literacy lesson. However, this is unusual. Support assistants provide valuable help to pupils with special educational needs but they sometimes complete the task rather than enable the pupil to work independently. Teachers meet the needs of pupils with special educational needs sensitively such as when an individual worksheet was provided for a pupil with impaired vision.

112. Continuing weaknesses in attainment in ICT should not overshadow the progress the school has made in this area since the last inspection. At that time the subject had a low profile, teachers did not have secure subject knowledge or confidence and were finding it difficult to integrate it into their teaching. Insufficient time given to the subject and there was insufficient equipment in Key Stage 1 for children to cover all aspects of the curriculum. In the intervening period the computer suite has been added and the subject is timetabled for each class. Although the teaching observed during the week was at least satisfactory, these were basic lessons, particularly in Key Stage 2. The issue of raising teacher knowledge and confidence to teach the full range of the ICT curriculum has still to be addressed in order for pupil attainment levels to be raised. Resources are adequate to deliver the subject but they have not been in use long enough or used extensively enough for pupils to catch up. With very few computers available to support work in the classrooms, the time currently allocated is not enough for teachers to do all they need to do or for pupils to fully develop their skills.

113. The coordinator has a good knowledge of the subject and has put together an action plan for improvement. A suitable programme of work produced for all year groups is based on a commercial scheme. Planning is monitored to ensure the curriculum is being covered and support is provided through discussion and observation but the school has yet to evolve a means of recording pupil's progress to monitor and then help raise standards. An audit of staff training needs has led to a commitment to training. The school has good ICT links with a local secondary school, which has provided computers for use by year six pupils to meet individual learning needs.