

# **INSPECTION REPORT**

## **WINSCOMBE WOODBOROUGH COUNTY PRIMARY SCHOOL**

Winscombe

LEA area: North West Somerset

Unique reference number: 109101

Headteacher: Mrs L J Grogan

Reporting inspector: David Westall  
2414

Dates of inspection: 11 - 15 September 2000

Inspection number: 224745

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Moorham Road  
Winscombe  
North Somerset  
Postcode: BS25 1HH

Telephone number: 01934 843407

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Appropriate authority: The governing body

Name of chair of governors: Mrs Phylis Cram

Date of previous inspection: April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Westall 2414	Registered inspector	Science Art and design Design and technology Music Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Elizabeth Forster 1333	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with the parents?
Brian McCutcheon 2420	Team inspector	Mathematics Geography History Information and communication technology Foundation Stage	How good are curricular and other opportunities?
Sandy Wellsted 3856	Team inspector	English Physical education Religious education Special educational needs	Attitudes, values and personal development

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

### **INFORMATION ABOUT THE SCHOOL**

There are 195 pupils on roll, aged from four to 11 years. The percentage of pupils known to be eligible for free school meals is below the national average; and one pupil speaks English as an additional language. The percentage of pupils on the school's register of special educational needs is broadly in line with the national average, and four pupils have Statements of Special Educational Need. On entry to the school, the proportion of pupils with above average skills in language and literacy, and in other key elements of their learning, is often higher than in most schools. However, there is considerable variation from year to year.

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

This is a sound school, which has made significant progress since its last inspection, in 1998. The headteacher provides good leadership and a clear sense of direction for the school. Pupils' attitudes and behaviour are good, and the school is a caring community. The quality of teaching is satisfactory, overall, but is usually good in reception, Year 2 and Year 6. As a consequence, pupils generally make sound progress in their learning, and achieve satisfactory standards. However, there are weaknesses in pupils' progress in some subjects, most notably in writing and in information and communication technology. Pupils with special educational needs generally do well, but the most able pupils sometimes mark time in the older half of the school. Overall, the school provides satisfactory value for money.

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

- The headteacher has good leadership and management skills.
- The teaching is good in the reception class and in Years 2 and 6.
- The school provides well for pupils with special educational needs.
- Pupils' attitudes to learning and their behaviour are generally good.
- Good provision is made for pupils' spiritual, moral and social development.
- The school is a caring community, and pupils' welfare is a high priority.

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

- Pupils' writing skills need to be improved in Key Stage 2.
- Pupils' standards in information and communication technology are a little below average.
- The work set for more able pupils is sometimes too easy in English, mathematics and science in Key Stage 2.
- Most subject co-ordinators need to be more rigorous in their analysis of the strengths and weaknesses in their subjects, across the school, in order to address areas for improvement.
- Pupils' standards in art and design, and in design and technology, are a little below average at the end of Key Stage 2.
- Pupils' attendance is below the national average.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has successfully addressed most of the weaknesses identified in the last inspection, in 1998, and is now a better school. In 1998, the quality of teaching was unsatisfactory in Key Stage 1, and there were also serious weaknesses in the management of the school. The teaching is much improved in Key Stage 1, and no unsatisfactory lessons

were observed in either Year 1 or Year 2 during the current inspection. Indeed, the teaching is good, overall, in Year 2.

The school has rectified most of the weaknesses in management. The school's aims have been reviewed and are now reflected in the life of the school. Statutory requirements are fully met, in contrast to the situation in 1998. The development plan has been greatly improved and now has a positive impact on the work of the school. There have been some improvements in the school's monitoring procedures. In particular, the headteacher and the co-ordinators for English and mathematics now have a clear perception of pupils' standards and the quality of teaching in these subjects. However, the work of most subject co-ordinators still needs development, since they do not monitor their subjects with enough rigour.

The last inspection also found that standards needed to be raised in design and technology, history, geography and religious education. Pupils' attainment is now satisfactory in all those subjects, with the exception of design and technology where the standards of the oldest pupils are still a little below average.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	C	E
Mathematics	A	A	B	D
Science	A*	A	C	E

**Key**

in the top 5% nationally A\*

well above average above A

average B

average C

below average D

well below average E

The table shows that the school's 1999 test results in Year 6 were in line with the national average in English and science, and above the national average in mathematics. However, when these results are compared with those achieved by similar schools, they are below average in mathematics and well below average in English and science. Overall, the 1999 results were lower than those achieved in the previous three years. The 2000 results are an improvement on the 1999 results, but there are no national figures to compare with these results. The school sets itself suitably challenging targets for pupils' attainment in English and mathematics.

Inspection findings show that most pupils achieve the nationally expected standard in English in Year 6. However, the proportion achieving above this level is lower than might reasonably be expected for this class, due to weaknesses in writing. While their written work is often rich in content and ideas, it is frequently spoiled by mistakes in spelling, grammar and punctuation, and untidy handwriting.

In mathematics and science, inspection findings show that most pupils in the current Year 6 class demonstrate average standards, but a very significant minority do better in both subjects.

In information and communication technology, art and design, and design and technology, pupils' standards are a little below average in Year 6. In music, insufficient evidence was available during the inspection to make an overall judgement about pupils' standards. However, their singing is usually good, and pupils in the school orchestra achieve well. In all other subjects of the National Curriculum, and in religious education, pupils' standards match the expected levels, and are satisfactory.

In relation to their prior attainments, pupils with special educational needs generally achieve well across the school. The most able pupils generally attain satisfactory standards in Key Stage 1, but sometimes underachieve in lessons in English, mathematics and science in Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils generally demonstrate positive attitudes to school, and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is mainly good, throughout the day.
Personal development and relationships	Pupils form constructive relationships with teachers and with each other. They work together amicably on shared tasks and respect each other's opinions.
Attendance	Attendance is below the national average. Although the school works hard to stress the importance of attendance, some pupils are taken for holidays during term time, and this has a significant impact on the attendance rate.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory in Year 1 Good in Year 2	Satisfactory

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

The quality of teaching was satisfactory, or better, in 98 per cent of all lessons; and was good, and sometimes very good, in 45 per cent of all lessons. The most effective teaching is in Years 2 and 6, and the youngest children are also taught well.

In English, no unsatisfactory teaching was observed during the inspection, and good and very good lessons were seen in Years 2 and 6 respectively. However, an analysis of pupils' completed work shows weaknesses in the teaching of handwriting, spelling, grammar and punctuation in Key Stage 2. As a consequence, pupils' progress in writing is often unsatisfactory in this key stage. Insufficient opportunities are given for pupils to write extended pieces in English or other subjects, particularly in Years 4 and 5. In addition, teachers' marking often needs to provide pupils with more useful feedback about writing.



In mathematics, including in the key skill of numeracy, and in science, the teaching is satisfactory overall, and enables pupils to make sound progress in their learning. In both subjects, pupils make the best progress in Years 2 and 6, as a result of effective teaching.

Insufficient lessons were observed to make secure judgements about the quality of teaching in information and communication technology, art and design and design and technology. However, evidence shows that pupils often make unsatisfactory progress in their learning in these subjects and indicates the need for in-service training to improve the knowledge and skills of some teachers.

Overall, pupils with special educational needs are taught well, and the planning for these pupils is effective. The needs of the most able pupils are soundly addressed in Key Stage 1. However, these pupils are sometimes given tasks which are insufficiently challenging in English, mathematics and science in Key Stage 2.

Across the school, the teaching is characterised by good relationships between teachers and pupils, carefully prepared lessons and an orderly atmosphere in classrooms. As a consequence, pupils generally respond well, listening attentively to their teachers and concentrating on their tasks.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and reasonably balanced. Sufficient time is allocated for the teaching of literacy and numeracy, and the national strategies for these key skills are having a beneficial effect on pupils' learning. However, the development of pupils' writing skills needs more attention in Key Stage 2. In addition, more use should be made of opportunities to develop pupils' skills in information and communication technology, across the curriculum; and there are weaknesses in the development of pupils' skills in art and design, and in design and technology.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is good. The provision for their cultural development is sound.
How well the school cares for its pupils	The school places a high priority on pupils' welfare, and is a caring community.

The school provides a reasonable number of extra-curricular opportunities for the pupils, but these are currently limited to sporting activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership and management skills. She provides a clear sense of direction for the school, and analyses its performance rigorously. She develops constructive relationships with parents and promotes a positive team spirit in the school. The deputy headteacher makes a valuable contribution to the leadership and management of the school. The co-ordinators for English and mathematics, together with the headteacher, carefully monitor pupils' standards and the teaching in these subjects. Consequently, they are aware of strengths and weaknesses, and are planning for improvements. However, most co-ordinators do not monitor their subjects with enough rigour, and are in a weak position to identify and address areas for improvement.
How well the governors fulfil their responsibilities	The school benefits from a committed governing body, and statutory requirements are fully met. Governors work well with the headteacher, and appropriate committees are established to help guide the school's work. The governors with responsibility for numeracy and special educational needs are well informed about their subjects; and the recently appointed literacy governor is keen to learn from focused visits to the school.
The school's evaluation of its performance	The results of statutory and non-statutory tests are analysed carefully, and appropriate targets are set for improvements. The quality of teaching is carefully evaluated in English and mathematics, but co-ordinators do not evaluate pupils' standards or progress with enough rigour in most subjects.
The strategic use of resources	The school budget is analysed carefully by the headteacher and governors, and financial planning is appropriately linked to the priorities identified in the school development plan. Overall, the school makes sound use of its resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The staff are easy to talk to.</li> <li>• The school has high expectations of learning and attitudes.</li> <li>• Pupils have good behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• More information supplied by the school on pupils' progress and the curriculum.</li> <li>• More opportunities for out of school activities.</li> <li>• Greater consistency in the setting of homework.</li> <li>• Closer links with parents.</li> </ul>

Inspection findings fully support parents' positive views about the school. There is no evidence to support the view that parents are not being appropriately informed about pupils' progress or the curriculum. The school provides a reasonable number of extra-curricular opportunities, but these are currently limited to sporting activities. Although the school has a sound policy on homework, it accepts that there is scope to increase the monitoring of its implementation. The considerable contribution that parents make to the school suggests that close links are well established.

## **PART B: COMMENTARY**

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

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

1. On entry to the school, the proportion of pupils with above average skills in language and literacy, and in other key aspects of their learning, is often higher than in most schools. However, there is considerable variation from year to year. For example, the standards demonstrated by children on entry to the Foundation Stage in the current year are mainly above average, while evidence suggests that the current Year 2 cohort demonstrated considerably lower overall standards when they started at the school. The achievements of the youngest children in the school are being built upon well by effective teaching in the reception class, and they are currently making good progress in their learning, as a consequence.
2. In Key Stage 1, the results of the Statutory Assessment Tests (SATs) in 1999 were well above the national average in reading and were in line with the results achieved by similar schools. In writing, the results were above the national average, overall, and were broadly average in relation to those achieved by similar schools. Inspection findings show that Year 1 pupils are currently making sound progress in their English lessons as a result of satisfactory teaching. In Year 2, where the teaching is particularly effective, pupils of all abilities mostly achieve well in relation to their prior attainment. The standards generally achieved by Year 2 pupils are broadly average. Higher overall standards are not achieved, due to the relatively small proportion of more able pupils in this cohort, and do not reflect underachievement by individual pupils. Most pupils can read simple texts fluently and with expression, and are able to draw on a suitably wide range of reading strategies, including phonics, to decode unfamiliar words. They also demonstrate sound skills when adapting the content and style of their writing to match their intended audience, and write neatly and legibly.
3. The results of the 1999 test results in English, at the end of Key Stage 2, were in line with the national average but were well below the results achieved by similar schools. Inspection findings show that most Year 6 pupils now demonstrate average standards in English. However, the proportion achieving a higher standard is lower than might be reasonably expected for this cohort, and pupils' progress in writing, in particular, is often unsatisfactory in this key stage. While their written work is often rich in content and ideas, it is frequently spoiled by a lack of attention to detail, careless mistakes in spelling, grammar and punctuation, and untidy handwriting and presentation. Pupils' achievements in reading in Key Stage 2 are adequate, overall. However, their progress is sometimes restricted by texts which provide them with insufficient challenge and do little to extend their knowledge about the work of a suitable range of authors.
4. In mathematics, the results of the 1999 Key Stage 1 SATs were well above the national average and well above the results achieved by similar schools. The 2000 results are significantly lower in relation to the percentage of pupils that exceeded the nationally expected standard at the end of Key Stage 1. However, there are currently no national figures to compare with these results. Inspection findings show that most Key Stage 1 pupils make mainly sound, and sometimes good, progress in acquiring key numeracy skills; and slower, but broadly satisfactory, progress in using and applying these skills. Overall, the majority of pupils in the current Year 2 class demonstrate average attainment and a small proportion do better.

5. The results of the 1999 SATs in Key Stage 2, in mathematics, were above the national average but were below the results achieved by similar schools. The school's 2000 SATs results indicate a significant improvement on the 1999 results, showing that the vast majority reached the expected level and just over a third did better. At present, there are no national figures to compare with these results. Inspection findings show that pupils make good progress in their mathematical learning in Year 6 and satisfactory progress in Year 5. Pupils' progress is slower, but is just adequate in the younger half of Key Stage 2. At the end of the key stage, most pupils demonstrate average standards, but a very significant minority do better.
6. In English and mathematics, the school sets itself suitably challenging targets for pupils' attainment at the end of Key Stage 2.
7. In science, the results of the 1999 SATs at the end of Key Stage 1 were above the national average and were in line with the results achieved by similar schools. The results achieved by Year 2 pupils in the teacher assessments in 2000 were lower than those achieved in 1999, and no pupil achieved above the expected standard. Inspection findings are more favourable than the 2000 teacher assessments and show that the vast majority of pupils achieve average standards and a small minority do better. Overall, pupils are now making sound progress in their scientific learning in Key Stage 1. This contrasts with the situation when the school was last inspected and pupils' progress was found to be unsatisfactory in this key stage.
8. The results of the 1999 statutory tests in science, at the end of Key Stage 2, were in line with the national average but were well below the results achieved by similar schools. The Year 6 results in 2000 are very much better than the 1999 results, but there are currently no national figures to compare with these results. Inspection findings are also more favourable than the 1999 SATs results, and show that the vast majority of pupils now demonstrate average standards and a very significant minority do better. Overall, pupils are making sound progress in Key Stage 2, but there are variations in different year groups. Pupils make the best progress in Year 6, as a result of good teaching. The slowest progress is made in Year 4, and this is reflected in the achievements of pupils who are now at the beginning of Year 5.
9. Pupils with special educational needs make mainly good progress in their learning. For example, they achieve particularly well, in relation to their starting points, in English in Key Stage 1 and in mathematics and science in both key stages. The most able pupils make mainly sound and sometimes good progress in Key Stage 1. In Key Stage 2 their progress slows, and they sometimes mark time in English in Years 3, 4 and 5, and in mathematics and science in Years 3 and 4.
10. In information and communication technology, pupils' progress is unsatisfactory, overall, across the school. Only in Year 6 is pupils' progress sound. At the end of each key stage, the attainment of most pupils is a little below average, as a consequence.
11. In religious education, pupils achieve standards which meet the requirements of the agreed syllabus at the end of both key stages, and their progress in learning is sound, overall. In geography and history, pupils' progress is also mainly sound, and they achieve standards which are satisfactory for their ages in both key stages. In music, insufficient evidence was available to make an overall judgement about pupils' standards. However, pupils generally sing well, and the performance of pupils in the school orchestra is good. In physical education, pupils achieve good standards in games at the end of Key Stage 1, and average standards at the end of Key Stage 2.

In art and design, and in design and technology, pupils make sound overall progress in Key Stage 1 and demonstrate standards which are satisfactory for their ages. However, in both subjects, pupils' progress is unsatisfactory, overall, in Key Stage 2, and their standards are a little below the expected level at the end of the key stage.

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

12. With rare exceptions, pupils in all years demonstrate positive attitudes towards the school and towards their work. They take a keen interest in their lessons, and they want to join in discussions and answer questions. They respond particularly well to challenge and pace in lessons. Almost all pupils listen attentively to their teachers and to other class members. When required to do so, for example in games lessons and in English, they share resources sensibly and collaborate well to accomplish tasks.
13. Overall, pupils' behaviour is good across the school. They understand the standards of behaviour expected of them and respond positively to the school rules and to the class rules they have helped to draw up. They are aware of the difference between right and wrong, take responsibility for their own behaviour and, as they get older, act responsibly when supervising and helping younger pupils at playtime or in the dining-hall. There have been no recent exclusions. Pupils who find it less easy than others to meet the high standards of behaviour expected of them have special targets to meet in lessons and are usually, if not quite always, successful in meeting them. Inappropriate behaviour and bullying are rare, and there is no evidence of sexist or racist behaviour. Pupils move around the school in an orderly way, queue politely for lunch, take care of school property and show respect for the property of others.
14. Relationships in the school are strong, and this benefits pupils' learning. Most pupils are confident, courteous and friendly, opening doors for one another and quickly going to the assistance of those who need either practical help or emotional support. They are very polite to visitors, and the very positive examples of teamwork established by teachers and support staff are reflected in the good relationships amongst pupils. Pupils with special educational needs are fully integrated and valued members of the school community, and they respond positively to the sensitive support provided by teachers and classroom support assistants. Pupils of all ages show respect for views and beliefs other than their own, for example during discussions in circle-time or religious education lessons.
15. Pupils willingly carry out a range of classroom duties efficiently, taking pride in being helpful to their teachers. Older pupils, in Years 5 and 6, enjoy organising equipment and chairs in the hall ready for assemblies, or setting up and dismantling tables after lunch, as well as taking messages and supervising younger pupils. Throughout their time in the school, the pupils develop a strong sense of community and of social responsibility. They give their enthusiastic support to ventures launched to raise money for various charities, and they are keen to join in village events and to welcome visitors into their school and classrooms.
16. Attendance in the school is below the national average. The main contributory factor to this low level is the number of pupils having holidays in term time. Although the school works hard to stress the importance of full attendance, the taking of extended leave means some pupils are missing out on some aspects of learning. Levels of unauthorised absence are broadly in line with the national average. Procedures for registration are sound and sessions start promptly. Punctuality in the school has

improved since the last inspection, with very few pupils arriving after lessons have started.

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

17. The quality of teaching was sound, or better, in 98 per cent of all lessons; and was good, and sometimes very good, in 45 per cent of all lessons. The most effective teaching is in Years 2 and 6, and the youngest children in the school are taught well. When the school was last inspected, in 1998, there were serious weaknesses in the teaching in Key Stage 1. This is no longer the case since the teaching in Year 1 is satisfactory and Year 2 pupils benefit from mainly good, and sometimes very good, teaching. No unsatisfactory teaching was observed in the current inspection in Key Stage 1.
18. The quality of teaching in the Foundation Stage is mainly good and otherwise sound. The reception teacher took up her post at the beginning of the term and has quickly established positive relationships with her assistants and has created an attractive learning environment. She has attended appropriate local authority training on the introduction of the Foundation Stage, and her curriculum planning is sound. Teaching assistants are well briefed and appropriately deployed by the class teacher. They make a good contribution to the progress which children make. All staff assist with the ongoing assessments of individual children and these are used effectively to match tasks to their needs. There are clear classroom routines and the good management of children results in the effective use of time.
19. In English, the teaching is satisfactory in Year 1 and is very good in Year 2. In the lessons observed in Key Stage 2, the teaching was satisfactory, except in Year 6 where it was very good. Strengths in the teaching include thorough planning, including for the support of pupils with special educational needs, and the selection of appropriately challenging texts for shared use in the daily literacy lesson. However, an analysis of pupils' completed work indicates weaknesses in the teaching of writing in Key Stage 2. Teachers' expectations of what pupils should achieve in writing are too low, especially in the middle of Key Stage 2. The teaching of handwriting, spelling, grammar and punctuation generally requires improvement; and insufficient opportunities have been given for pupils to write extended pieces in English or other subjects, particularly in Years 4 and 5. In addition, there is scope for more re-drafting of both narrative and non-narrative texts, and for improvements in marking so that pupils receive more help to improve the quality of their writing.
20. In mathematics, the teaching is mainly satisfactory in both key stages, but pupils in Years 2 and 6 are particularly well taught. Throughout the school, teachers plan conscientiously to reflect the requirements of the National Numeracy Strategy. In the best lessons, teachers use skilful questioning to probe pupils' understanding and to extend their thinking. However, there are weaknesses in mathematics teaching in Year 4, when questioning needs to be more effective and the pace of learning is sometimes too slow.
21. In science, the teaching is satisfactory overall, and enables pupils to make sound progress in their learning. In common with the situation in English and mathematics, the most effective teaching is in Years 2 and 6. A scrutiny of pupils' completed work suggests that pupils' progress slows in Year 4 as a result of low teacher expectations.
22. Insufficient lessons were observed to judge the overall quality of teaching in information and communication technology. However, evidence from pupils' work

shows they make mainly unsatisfactory progress in the subject and suggests that some teachers would benefit from additional training. Teachers generally make insufficient use of information and communication technology to promote learning across the curriculum, and this is particularly evident in English, mathematics and science.

23. In religious education, the teaching is good in Key Stage 1 and is satisfactory in Key Stage 2. Too few lessons were seen in physical education in Key Stage 1 to make an overall judgement about the quality of teaching. However, the single lesson seen, in Year 2, was very well taught. In Key Stage 2, physical education teaching is satisfactory.
24. In history and geography, insufficient evidence was available during the inspection to judge the overall quality of teaching. However, pupils' work shows they make broadly satisfactory progress in these subjects. In art and design, and in design and technology, too few lessons were seen to judge the overall quality of teaching. However, the unsatisfactory progress made by pupils in Key Stage 2, in both subjects, suggests that teachers would benefit from training to increase their expertise and to raise their expectations of pupils' potential achievements in this key stage. In music, it is also not possible to judge the overall quality of teaching. However, the school orchestra is well taught by the music co-ordinator.
25. Teachers' plans include the provision of suitably matched work or identified support for the range of pupils with special educational needs. Support assistants are very well briefed about the lesson content and about what the pupils are expected to achieve. In the best practice seen, the team-work between the class teachers and the classroom support assistants was particularly effective: the teachers guided the support assistants' work by suggesting useful questions to ask the children, and included the assistants at all stages, valuing their observations and judgements as well as their practical help. All teachers know their pupils well and take particular care to involve pupils with special educational needs positively in all activities. The pupils are invited to demonstrate, and take pride in, their achievements. Individual education plans for pupils with special educational needs identify achievable but challenging targets.
26. Overall, the teaching of more able pupils is satisfactory in Key Stage 1. However, these pupils are sometimes given tasks which are insufficiently challenging in English in Years 3, 4 and 5, and in mathematics and science in Years 3 and 4.
27. Across the school, teaching is characterised by good relationships between teachers and pupils, and an orderly atmosphere in lessons. Resources are carefully prepared, teachers explain tasks clearly and generally organise their lessons efficiently. The learning intentions of lessons are usually clearly defined and teachers have secure knowledge in most subjects. As a consequence, pupils generally respond well during lessons, listen attentively to their teachers, and concentrate on their tasks.

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

28. The curriculum for children who are under five years old is well matched to their needs, and is broad and reasonably balanced. However, because there is no secure outside area for these children, there are insufficient opportunities for them to develop their physical skills through the use of large toys and climbing equipment. Curriculum

planning is sound and is beginning to take account of the new Foundation Stage Curriculum. Overall, the curriculum for children under five provides a secure foundation for the National Curriculum.

29. When the school was last inspected, the curriculum for pupils in Key Stages 1 and 2 was judged to be broad but not well balanced. This was because insufficient time was allocated for science, history, geography, design and technology and religious education. As part of its action plan, the school has appropriately undertaken an audit of teaching time and has formulated written guidelines to support teachers' planning. This has improved the balance of the curriculum, which is now satisfactory. Sufficient time is allocated for literacy and numeracy, and the implementation of the national strategies for these key skills is having a beneficial effect on pupils' learning. The school also provides focused, additional support for pupils in Key Stage 2 whose literacy and numeracy skills are a little below that expected for their age. Inspection findings indicate that pupils need more opportunities to develop their writing skills in Key Stage 2, and their information and communication technology skills across the school.
30. The last OFSTED report also identified the need for more emphasis to be placed on developing pupils' investigation skills in science, design and technology, geography and religious education. There were also weaknesses in planning for key elements of history and in some aspects of art and design. A new planning system for history and geography was introduced to ensure both coverage of the curriculum and the more systematic development of skills. This has recently been superseded by the introduction of helpful schemes of work from the Qualifications and Curriculum Authority (QCA) for science, history, geography, design and technology and art and design. The school now makes satisfactory provision for the investigative aspects of science, and skills progression has been improved in history and geography. However, the systematic development of pupils' key skills in art and design and design and technology is still not fully secure. The introduction of a new local authority scheme of work has strengthened planning for religious education. Teachers have discussed the new National Curriculum, which takes effect from 1 September 2000, and they are appropriately beginning to compare current long and medium-term planning with the revised expectations.
31. Provision for pupils with special educational needs is a strength of the school. Work planned for the pupils draws variously on the skills and expertise of class teachers, the special educational needs co-ordinator, support staff and, when necessary, outside specialists. Support for pupils with learning difficulties associated with literacy is effective. The few pupils with medical, physical or emotional and behavioural needs all receive good support.
32. The provision for pupils' personal, social and health education is good, across the school. Appropriate attention is given to sex education and pupils are made aware of the dangers of drugs.
33. All pupils have equal access to the curriculum. The school uses support from a local charitable trust to ensure all pupils can participate in the residential visit. The school provides a reasonable number of extra-curricular opportunities for pupils but currently these are limited to sports activities and are not available to younger pupils.
34. The school is an integral part of the village community. Good use is made of the village facilities such as the church, shops and post office to provide first hand experience for local studies. The school benefits from interest and sponsorship from



local businesses and charitable trusts. There are strong links with the local churches and a regular band of volunteers make a significant contribution by helping in classes. Pupils play their full part in village life by contributing to the monthly parish magazine, maypole dancing at events and participating in the annual service of remembrance. The senior citizens are invited to concerts and are asked about their memories of 20<sup>th</sup> century life.

35. The activities of the cluster group of local schools provide a valuable range of training activities for teachers and support assistants. Sporting and musical events enable pupils to mix with others and occasional workshops for parents are arranged on areas of common concern, such as drugs. The school has established close links with the local playgroups and this has a beneficial effect on children's entry to the school.
36. The school makes good provision for pupils' spiritual, moral and social development, and sound provision for their cultural development. Acts of worship comply with statutory requirements and give pupils suitable opportunities to reflect on moral and spiritual themes. Work in religious education places due emphasis on what is to be learned from religion as well as on what can be learned about religion. For example, there are particularly thoughtful and sensitive examples of such work in Years 2, 5 and 6 where pupils have reflected on their own feelings and experiences in ways which develop their spiritual awareness and self-knowledge. In circle time in the reception class, the very youngest children in the school are encouraged to consider the special nature of human relationships within the family. In a religious education lesson in Year 2, pupils were led skilfully towards an understanding of special places and the special bonds between people. The Somerset Agreed Syllabus, which is being introduced this year, promotes spiritual development well and provides teachers with a very secure framework of guidance for their lessons.
37. Through its policies, procedures and practices, the school strongly promotes both the social and moral dimensions of pupils' development. Pupils are taught right from wrong, and are encouraged to reflect on their behaviour and its impact on others. A simplified behaviour policy has been introduced during the last year. It sets out basic rules and guidance for behaviour, rewards and sanctions, and is known and understood by pupils and parents alike. Pupils in each class draw up their own rules, and these are displayed prominently as reminders to be referred to as necessary. Staff provide good role models by seeking and valuing pupils' contributions in lessons, and by fostering good relationships. Care and concern for others are promoted through daily routines and, where suitable occasions present themselves, through the curriculum. Pupils are taught to work collaboratively in pairs, small groups and teams. Through links within their immediate village community, and through raising funds for various charities, pupils are also taught to consider their social responsibilities towards others.
38. The provision for pupils' cultural development is sound overall, although their awareness of the multicultural dimensions of society is not very extensive. Visitors to the school from the local community help pupils to understand and appreciate their own heritage by talking to them about the history and geography of the locality. The school is always keen to involve pupils in village events such as the Michaelmas Fayre and the Harvest Festival. In geography lessons, pupils learn about ways of life in less prosperous countries than their own, and in contrasting localities in the British Isles. In religious education, they have opportunities to consider Christianity and other major world faiths such as Islam, Hinduism and Judaism. Pupils in Key Stage 2 have opportunities to participate in extra-curricular clubs and other activities, including

football, netball, gymnastics and country dancing. Some pupils further their musical interests and aptitudes by learning to play specific instruments, and by joining the school orchestra.

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

39. Winscombe Woodborough is a caring school where each pupil is valued. Teachers know their pupils well, and this knowledge is used to encourage learning and personal development. Relationships are built on respect and trust, and this helps pupils feel secure and develop confidence in all aspects of school life. Support staff are well deployed to help pupils with particular medical, behavioural or educational needs, and this ensures these pupils play a full part in school activities. The alternating morning and afternoon attendance for reception pupils gives them the chance to experience all the school routines before starting full-time education and establishes positive attitudes to learning.
40. The school has good procedures for child protection and all staff have had appropriate training in awareness. Pupils have regular reminders about the need for personal safety and all helpers are appropriately vetted. The school uses a variety of strategies to encourage parents not to take their children out of school unnecessarily during term time because of the adverse effect on their learning. Those exceeding the statutory ten days of holiday leave are correctly marked as unauthorised absences. This has so far had little impact on reducing the instance of holiday leave and continues to be an area of concern to the school. However, punctuality has significantly improved since the previous inspection.
41. The school's new behaviour policy is clear and specific in its aims, and is being implemented across the school with positive results. The focus on weekly targets for the whole school in behaviour reinforces the high standards expected. The school has sound support from the authority's inclusion support group to help those pupils who find it more difficult to maintain the high standards of behaviour in the school. No instances of bullying were seen during the inspection.
42. The school is following a scheme of work to cover all aspects of personal, social and health education. This ensures that pupils have planned opportunities to learn about issues affecting their personal safety and health. Drugs awareness is covered in both key stages. Pupils learn about road safety as part of their visits to the village, and older pupils can participate in cycling proficiency sessions.
43. Arrangements for monitoring health and safety are well established with regular site inspections. The school has produced a risk assessment study relating to the provision of new buildings on site, and is assiduous in ensuring that potential hazards are put right immediately. Despite the considerable upheaval involved in moving classrooms, resources are adequately stored and proper attention is paid to maintaining unrestricted access to fire exits and passageways.
44. Teachers and classroom assistants respond positively and supportively to pupils with special educational needs, and work hard to ensure that their specific needs are met. The school has effective procedures for the identification and support of pupils with special educational needs and for the monitoring and evaluation of their progress.
45. The school has responded positively in addressing weaknesses outlined in the last OFSTED report; and has continued to develop assessment procedures, which are

now broadly satisfactory. The learning objectives for lessons are clearly identified in teachers' planning and, in the majority of lessons, these are shared with pupils. A significant amount of good teaching was observed during the inspection and, in most cases, this includes the use of skilful questioning to assess pupils' needs.

46. Good use is made of entry and ongoing assessments in the reception class to inform the teaching of the youngest pupils, and enable the school to identify pupils with special educational needs at an early stage. Across the school, teachers know their pupils well. They keep pertinent notes about the significant achievements or needs of individual pupils, and these usefully inform future planning. However, assessment in the foundation subjects needs to be improved in order to track pupils' standards and progress more carefully and to inform teachers' planning more effectively.
47. From the beginning of this school year, pupils in Year 5 are being encouraged to judge their own attainment, in discussion with their teacher, and to identify targets for their learning. This arrangement is to be evaluated by the school and, if successful, will be extended to include other year groups. The school has also introduced specific targets in pupils' reports and these are discussed with parents on an annual basis. Overall, however, the school is at an early stage in setting end of key stage targets for pupils and monitoring progress towards them. There are thorough record-keeping systems, but these are not yet informing targets for individuals or cohorts to a significant extent. The school is aware of this, and two members of the senior management team are soon to attend training for the introduction of an information technology program designed to help manage this process.
48. Satisfactory use is made of a range of nationally standardised tests to monitor and improve the day-to-day assessments made by teachers and a careful evaluation of the annual SATs results is undertaken. The analysis of this information usefully informs whole-school planning. Staff meetings have recently been held to reach agreement on levels of attainment in English and a useful portfolio of annotated work has been compiled to support teachers' assessments in this subject. The school recognises that it would be valuable to undertake the same process for mathematics and science, and has plans to complete this in the near future. Procedures to judge pupils' standards in other subjects need to be developed further.
49. A sound 'Policy for Responding to Children's Work' was formulated following the last OFSTED report when marking ranged from good to unsatisfactory. The school has also monitored marking when undertaking scrutinies of work and feedback has been provided for individual teachers in some subjects. Overall, marking is now broadly satisfactory but there is still some variation in quality across the school. The best marking includes pertinent advice and instruction as well as encouragement.

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

50. The school understands the importance of having a constructive partnership with parents and values their support. Parents are always encouraged to raise any concerns or seek information from the school. They find the staff friendly and easy to talk to. The initial meeting for new parents establishes this principle of good communication. This is continued on a day-to-day basis particularly through the use of the reading diaries.
51. The school provides a good range of information about its work. Weekly newsletters are detailed and include the school's targets for improvement in behaviour and

punctuality. Each term, the plan of what is to be taught in each subject is sent to parents. The school organises workshops to explain new developments such as the National Literacy and Numeracy Strategies but these are not well attended by the parents. School or cluster group workshops on other aspects of school life, such as behaviour or drugs, are also provided. Parents were consulted about the new behaviour policy, and received the policy and guidelines for frequency and type of homework to be set. There is no evidence to support the parents' view that the school does not work closely with parents.

52. Parents have an opportunity each term to discuss their children's progress with the staff. Targets for improvement are shared with parents at the first meeting and then reviewed during the spring term - this is good practice. Annual written reports give appropriate indications of pupils' strengths and weaknesses and are particularly clear about pupils' progress and standards in English and mathematics. A significant minority of parents suggested, through their questionnaire returns, that they felt poorly informed about what is taught and how their children were progressing. Inspection findings do not support this view and show that the school provides an appropriate range of information to keep parents informed about progress.
53. Parents are generally very supportive of the school and many help in classes or accompany trips. This willingness of parents to become involved in school life encourages pupils to develop positive attitudes to school. Parental expertise in art, craft, information and communication technology and sports is used to enrich the curriculum. The flourishing parents' association organises a variety of well-supported social and fundraising events. The additional money makes an important contribution to the improvement of school resources.
54. The school works hard to establish positive links with all the parents of children with special educational needs. All parents are informed of their child's needs when these are first identified. They are subsequently informed, and wherever possible consulted, when the child's progress is reviewed and new targets are set.

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

55. When the school was last inspected, in 1998, the current headteacher had been in post for a term. She inherited a range of unsatisfactory management systems and was working hard to rectify these deficiencies. The inspection report praised her understanding of the school's needs and found she had already begun to make improvements. However, a term was not long enough to rectify the situation, and the inspection found that unsatisfactory management systems constituted a serious weakness in the school. Since the last inspection, the headteacher has worked effectively with staff and governors to secure improvements in school management. As a consequence, most of the weaknesses identified in the last report have been successfully addressed.
56. The headteacher demonstrates good leadership and management skills. She provides a clear sense of direction for the school, and analyses its performance rigorously. The headteacher develops constructive relationships with parents and promotes a positive team spirit in the school. She monitors the quality of teaching through well-focused observations in lessons, across the school, and provides teachers with valuable feedback. The headteacher has regular discussions with teachers about their work, but now needs to focus more specifically on the development of the monitoring roles of most co-ordinators.

57. The school development plan has been formulated through effective leadership by the headteacher and appropriate staff and governor involvement. It is well organised, with a clear vision statement and aims to guide its focus. Action plans identify those responsible for individual initiatives, and show how the initiatives will be undertaken and resourced. Overall, the plan, which extends to August 2002, identifies relevant priorities and makes a valuable contribution to school improvement. The last OFSTED inspection found a lack of consultation in the creation of the development plan, inappropriate content and a lack of a long-term overview. All these weaknesses have been successfully rectified. However, the headteacher and governors appropriately recognise that more time should be allocated for recording brief evaluations of the success of completed initiatives, with implications for future work.
58. The deputy headteacher is making a valuable contribution to the leadership and management of the school. As mathematics co-ordinator, he analyses standards carefully, has a sound overview of the quality of teaching through lesson observations and has a beneficial effect on the development of the subject. The role of the English co-ordinator is also well established, although she only joined the school in the last academic year. She provides model lessons for observation by her colleagues, uses rigorous monitoring procedures and has a clear view of the areas for improvement in English. The roles of most other co-ordinators require further development, and this is recognised by the school. Most have begun to examine samples of pupils' work, but their analysis needs to be more rigorous and analytical in order to identify strengths and weaknesses, and to target support accurately. The last inspection found that co-ordinators needed to monitor their subjects more systematically and effectively. While improvements have been made, particularly in the monitoring of English and mathematics, the monitoring work of most co-ordinators remains underdeveloped.
59. The leadership and management of special educational needs are effective. In the absence of the designated special educational needs co-ordinator, who is on maternity leave, the headteacher has taken on full responsibility for the day-to-day management of this aspect of the school's work. She communicates well with all teaching and support staff; and special educational needs work in the school is characterised by effective teamwork. Appropriate policies and procedures are in place, and professional contacts with external agencies are constructive and helpful. The headteacher monitors the progress of the pupils very carefully, and pupils are moved to different stages of the special educational needs register, and sometimes off the register, in the light of the progress they make. There are very effective links with the main secondary school to which pupils transfer. Staff at the two schools make every effort to ensure that transition takes place very smoothly for these pupils, and the pupils and their parents have opportunities to visit the secondary school and meet the staff.
60. The school benefits from a committed governing body which makes a valuable contribution to the leadership and management of the school. Governors work well with the headteacher, and appropriate committees are established which help to guide the school's work. The budget, school development plan and the results of statutory testing are all debated rigorously. The chair of governors is a very frequent visitor to the school and observes lessons regularly. She has a sound overview of provision in mathematics, through her role as the governor with particular responsibility for numeracy. The governor with responsibility for literacy has only recently taken on the role, but has already discussed provision with the co-ordinator and has observed lessons. The governor with responsibility for special educational

needs is particularly well informed and makes a highly beneficial impact on the school's provision for the pupils. In the near future, links between individual governors and other subjects of the curriculum are planned, and this is a sensible strategy to develop the governors' awareness of the school's work further. The governors have worked effectively with the staff to review the school aims, which needed attention when the school was last inspected. In addition, they have rectified weaknesses to ensure that statutory requirements are fully met by the school. Overall, the governors have a sound understanding of the main strengths and weaknesses of the school, and know the challenges it faces.

61. The administration of the budget is carried out efficiently by the headteacher and the school finance officer. Spending is also carefully monitored by the finance committee. The committee provides sound support for the management of the school. There are regular meetings, and the budget is analysed with particular care during the spring and early summer terms. Financial planning is appropriately linked to the priorities on the school development plan. The school takes care to obtain value for money through the purchase of educational materials, and estimates for building work or maintenance are carefully debated. The governors also compare the school's expenditure on key elements of provision with expenditure by other schools in the local authority. This is good practice. Overall, the school makes sound use of finance, staffing, accommodation and learning resources. As a consequence, pupils generally make sound progress in their learning, and the school provides satisfactory value for money.
62. There are sufficient teachers, and, overall, the staff have the expertise and experience to cover the age range and ability of the pupils. Teachers' subject knowledge is generally sound, and the co-ordinators for English, mathematics and music are particularly well informed. However, evidence suggests that some teachers would benefit from in-service training to develop their confidence and skills in teaching information and communication technology, design and technology, and art and design. Induction procedures for staff are sound, and the school is making appropriate preparations for the introduction of performance management.
63. A major improvement scheme for the school buildings has recently started. During August 2000, unsatisfactory classrooms which were sited alongside the main school were removed. These were replaced by new temporary classrooms which will be used until the refurbishment and extension of the main building is complete. The temporary buildings provide satisfactory classroom space but do not provide the youngest class in the school, which includes children who are under five years old, with a secure outside play area to develop their physical skills. The main building requires the improvements which are included in the building plans. Some classrooms provide cramped accommodation, and the condition of much of the decoration and exterior woodwork is poor. Teachers in the temporary classrooms had only a very short time to prepare their new rooms before the beginning of term, and have worked quickly and effectively to create attractive learning environments. In the main school, teachers generally take care to enhance their classrooms with displays of pupils' work, but some classroom environments would benefit from more efficient and attractive organisation of resources. The school benefits from good grounds, and there is satisfactory playground space. Resources for learning are satisfactory, overall, although some books in the school's reading scheme are outdated, and some geographical resources need improvement.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve pupils' standards, and the management of the school, the governors should include the following issues in their post-inspection action plan:

- Raise standards in writing in Key Stage 2 by ensuring that all teachers:
  - (i) have sufficient knowledge and expertise to use shared and guided writing sessions effectively, so that weaknesses in the style, structure and organisation of pupils' writing are addressed;
  - (ii) have sufficiently high expectations of pupils' handwriting;
  - (iii) provide pupils with sufficient time and opportunity to produce and improve pieces of original extended writing in English and in other areas of the curriculum;
  - (iv) teach pupils the full range of spelling strategies required at Key Stage 2.  
(see paragraphs 3, 19, 29, 76 and 80)
- Improve standards in information and communication technology by providing more opportunities for pupils to develop their skills, and increasing the subject knowledge and confidence of some teachers.  
(see paragraphs 10, 22, 29, 122 and 127)
- Improve the progress made by more able pupils in Key Stage 2 by ensuring they are given tasks which are sufficiently challenging in English, mathematics and science.  
(see paragraphs 9, 26, 76, 78, 85, 88 and 94)
- Improve the monitoring of the school's performance by ensuring that all subject co-ordinators are sufficiently rigorous in their analysis of the strengths and weaknesses in their subjects in order to identify and target areas for improvement.  
(see paragraphs 58, 96, 101, 107, 112, 119, 137 and 141)
- Improve pupils' standards in art and design, and in design and technology in Key Stage 2 by providing in-service training for teachers to raise their expectations of pupils' potential achievements, and their knowledge and expertise in these subjects.  
(see paragraphs 11, 24, 98, 100, 103 and 106)
- Improve the attendance rate by continuing to make parents aware of the adverse effects of absence on their children's progress.  
(see paragraphs 16 and 40)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	35	52	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	195
Number of full-time pupils eligible for free school meals	n/a	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.1	School data	0.7
National comparative data	5.4	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	14	14	14
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (85)	97 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	14	14	14
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	93 (88)	97 (89)	97 (100)
	National	82 (81)	86 (85)	87 (69)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	12	11	11
	Total	22	21	21
Percentage of pupils at NC level 4 or above	School	73 (91)	70 (87)	70 (96)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	13	12	12
	Total	23	22	24
Percentage of pupils at NC level 4 or above	School	77 (70)	73 (78)	80 (83)
	National	68 (65)	69 (65)	75 (72)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	174
Any other minority ethnic group	0

*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**

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	27.5
Average class size	27.9

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

Total number of education support staff	5
Total aggregate hours worked per week	95

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	376,914
Total expenditure	381,195
Expenditure per pupil	1,926
Balance brought forward from previous year	29,049
Balance carried forward to next year	24,768

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

### **Questionnaire return rate**

Number of questionnaires sent out	202
Number of questionnaires returned	81

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	38	6	2	1
My child is making good progress in school.	28	48	17	2	4
Behaviour in the school is good.	20	64	14	2	0
My child gets the right amount of work to do at home.	22	42	17	15	4
The teaching is good.	42	41	9	1	7
I am kept well informed about how my child is getting on.	19	42	25	12	2
I would feel comfortable about approaching the school with questions or a problem.	49	43	5	2	0
The school expects my child to work hard and achieve his or her best.	36	49	9	1	5
The school works closely with parents.	20	49	17	6	7
The school is well led and managed.	19	63	10	9	0
The school is helping my child become mature and responsible.	27	54	10	1	7
The school provides an interesting range of activities outside lessons.	16	36	31	6	11

## **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**

65. Children are admitted to the reception class at the beginning of the year in which they reach five. Induction arrangements are very well organised, and attendance is initially on a part-time basis. The children are currently housed in temporary accommodation, because of planned building work, and the staff have worked hard to create an appropriate and attractive environment for them. The school hall is used for physical activities but there is no access to a secure outside area. As a consequence, children do not have regular opportunities to play with large toys and equipment, in order to develop their physical skills. The staff plan together effectively and provide a broad range of activities. Overall, the curriculum for children in the Foundation Stage provides a secure foundation for the National Curriculum.

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

66. Provision for children's personal, social and emotional development is good and they make good progress in this area of learning. Most children enter school having had pre-school experience at local nurseries. Although they had been in school for a very short time when the inspection took place, they had settled well into classroom routines and were able to follow these confidently. All adults in the reception class give good support to the children and this promotes their confidence and self-esteem. Most children listen attentively when required to do so, are keen to learn and concentrate well when their interest is engaged. Children relate very well to each other and to adults working in the reception class. They work co-operatively to good effect, share resources sensibly and willingly take turns. They know what is expected of them and understand the difference between right and wrong, in the school setting. Behaviour is good whether children are working in a group or as a whole class; and they take good care of their environment and equipment. The community policeman visits the class to raise their awareness about safety. The children demonstrate an understanding of others, for example, when discussing and drawing pictures of people in the community who have helped them.

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

67. Children in the reception class represent the full spectrum of attainment expected of children at this age, although a slightly higher proportion than usual demonstrate above average standards in language and literacy. The school is fortunate in being able to build on the children's pre-school experience of language and books, and the children are making a very good start in these aspects of their work. They listen well to adults and to their friends, taking turns politely in discussion and presenting their own thoughts clearly, for the most part, when invited to do so. All know how a book should be used, recognise and use terms such as 'front cover', 'spine', 'author' and 'illustrator', and understand that print conveys meaning. The higher attaining children can already read some words and phrases confidently, and some can recite most of the text of a much-loved story with great assurance and expression.
68. All children can join in when reading aloud with the teacher, and most are already confident enough to raise their own comments about the story 'We're going on a bear hunt' and to predict what is likely to happen next. They are beginning to learn initial phonemes and to match these to print in familiar words such as 'bear'. Using the computer, some pupils confidently match letters to the pictures of objects beginning

with the sounds they have learned. Their vocabulary is also developing well, and some children have no difficulties at all in suggesting that 'beautiful' might well be used as an alternative for 'pretty'.

### **Mathematical development**

69. The majority of children make good progress in developing their mathematical knowledge, skills and understanding; and the attainment of the current group of children is a little above that expected for their age. They make good progress in understanding numbers through sorting, matching, ordering, sequencing and counting using either everyday objects or mathematical resources. Most children recognise the numerals zero to nine and are confident in using the number names. Some can count beyond this. They consolidate their knowledge through learning number rhymes and songs and when playing mathematical games. The majority of children use simple mathematical language confidently when talking about size, for example, 'longer/shorter', and can name a number of two-dimensional shapes. The quality of teaching in mathematics is good, and a satisfactory range of practical activities is provided to promote children's mathematical development. However, staff are aware that children's learning would benefit from more regular access to water and sand play in order to consolidate and extend their understanding of capacity and measures.

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

70. Children make mainly good, and otherwise sound, progress in developing their knowledge and understanding of the world. A scrutiny of planning, of children's work and records of activities undertaken last year, show that most attain the Early Learning Goals and some exceed this standard. They make at least satisfactory, and often good, progress in developing an understanding of the wider world in which they live. Children learn to use simple geographical terms through visits made to the village, the old railway line, sorting office and a local farm. They consolidate their sense of place through appropriate activities such as making models of buildings or village features for a wall display of the High Street. Observations they are encouraged to make also enable them to develop a sound understanding of change, for example, in the weather and the seasons, or in their own lives. The work undertaken on 'Myself,' enables children to reflect on personal milestones; and discussion about old and new bears promotes a sense of time. Children use computers with increasing confidence and make sound progress, overall, in developing information and communication technology skills.

### **Physical development**

71. It was not possible to observe activities planned specifically with children's physical development as a main focus, although it is clear from the teacher's medium and short-term plans that suitable activities and opportunities are time-tabled and take place regularly. At the time of this inspection, the school was involved in a major building programme and the children in the Foundation Stage did not have access to a secure outside area to develop their physical skills. However, the teacher is making effective use of the hall to develop children's skills, for example through dance and the use of small apparatus. Most children already have well-developed fine motor skills for their age. For example, they know how to hold pencils accurately and they use paintbrushes confidently and competently when painting pictures of teddy bears. Children make sound progress and achieve satisfactory standards when creating models using construction kits, and when making simple masks.

## **Creative development**

72. Children made sound progress in their creative development. They concentrate well when creating careful paintings of teddy bears, and their pictures of flowers and toys demonstrate satisfactory standards. Children enjoy music lessons, and demonstrate satisfactory standards when singing simple songs and playing percussion instruments.

## **ENGLISH**

73. On entry to the school, the proportion of pupils with above average skills in language and literacy is often higher than in most schools. However, there is considerable variation from year to year. For example, the current Year 6 cohort includes a good proportion of more able pupils, while the Year 2 cohort is less advantaged in this respect.
74. In the 1999 Key Stage 1 SATs, pupils achieved reading standards which were, overall, well above the national average, although broadly average in comparison to the results of similar schools. In writing, results were above the national average and, again, broadly average in relation to those of similar schools. Results of the English tests at the end of Key Stage 2 in the same year (1999) show that although overall attainment was in line with the national average, it was, nevertheless, well below average in comparison with similar schools. Through its analysis of results and monitoring procedures, the school has identified weaknesses in pupils' writing and spelling in this key stage, and is seeking to address them.
75. Inspection findings show that Year 1 pupils are currently making sound progress in English as a result of satisfactory teaching. In Year 2, where the teaching is particularly effective, pupils of all abilities achieve well in relation to their prior attainment. The standards achieved by Year 2 pupils are broadly average in reading and writing. Higher overall standards are not reached because of the relatively small percentage of more able pupils in the cohort. Most pupils read simple texts aloud fluently and with expression, while the teacher's skilful questioning during the literacy hour enables them to work out the meaning of more difficult and challenging texts which would be beyond the grasp of many were they working on their own. In their independent reading, most pupils are able to draw on a suitably wide range of reading strategies, including an awareness of phonics, to decode unfamiliar words. Year 2 pupils of average and higher ability can already adapt the content, vocabulary, style and form of their writing to match its intended purpose and audience. Their handwriting is consistently neat, legible and well formed. All pupils draw on their knowledge of phonemes and spelling patterns to help them record their ideas in writing, and at this stage their spelling is developing well. The high attaining pupils use simple punctuation with reasonable accuracy, and most others are beginning to introduce full stops and capital letters, although not yet with confidence or consistency.
76. Evidence from the inspection shows that, at the beginning of their final year in Key Stage 2, most pupils in Year 6 attain broadly average standards for their age in both reading and writing. However, the proportion achieving a higher standard is lower than might be reasonably expected for this cohort of pupils due, mainly, to weaknesses in pupils' writing. As in Year 2, pupils are helped by very good teaching to raise their attainment during lessons. Indeed, when supported by their teacher's sharply focused questioning they respond very well to challenging texts and ideas,

and are mostly very articulate, demonstrating above average levels of reading comprehension. When reading independently, however, some pupils of average and lower attainment do not apply a wide enough range of strategies to work out unfamiliar words, and few pupils are widely read. While pupils' written work is often rich in content and ideas, revealing perceptive and lively minds, it is frequently spoiled by a lack of attention to detail, careless mistakes in spelling, grammar and punctuation, and untidy handwriting and presentation. Too many pupils in Key Stage 2 continue to use print in their day-to-day work, even though they have been taught to use, and can demonstrate competence in, the use of joined-up writing. These same, persistent weaknesses occur frequently in the written work of many pupils in classes throughout Key Stage 2, and are particularly marked in the work of pupils who have just joined Years 3 and 5. In many cases, especially in respect of pupils of average and higher attainment, they point to underachievement in previous years rather than to lack of aptitude or ability.

77. There have been many changes and some significant improvements since the last OFSTED inspection in 1998. Not least of these has been the recent appointment of a 'leading literacy teacher' in the local authority as a class teacher in Year 2 and as the school's literacy co-ordinator. She is very well informed and, with support from the headteacher and the local authority, has been instrumental in monitoring and evaluating planning, teaching, standards and resources. She has worked hard to give teachers written guidance in the form of a detailed scheme of work and a resource bank of ideas to support it. She has led in-service training for staff, governors, supply staff and visitors, and provides on-going advice and support for teachers. As a result of her proactive approach, she is aware of what needs to be done to improve standards and provision further, and has a good overview of the school's work in English.
78. At the time of the last inspection, pupils were judged to be making unsatisfactory progress in Key Stage 1 where standards were below average in writing. This is no longer the case: all available evidence shows that pupils now make improved progress in reading and writing (including handwriting and spelling) throughout this key stage. However, weaknesses in progress and standards in pupils' writing are apparent in Key Stage 2. The over-use of worksheets has been eradicated in Key Stage 1, and pupils write competently for a suitably wide range of purposes, frequently producing pieces of extended writing. Due emphasis is placed on speaking and listening in Key Stage 1, although opportunities for pupils to engage in drama and role-play remain limited in both key stages. The last OFSTED report commented that higher attaining pupils were not always challenged to reach high standards. Inspection findings show that, in Years 2 and 6 in particular, this criticism is no longer valid. However, more able pupils still mark time in some other classes in Key Stage 2. A further criticism from the last report referred to the lack of extended writing. The scrutiny of pupils' work produced over the last academic year strongly indicates that this may still have been the case until this term, especially in Years 4 and 5. However, a new commercial scheme of work has recently been introduced as an additional resource, and there are early signs that most teachers are now planning some tasks to ensure that pupils produce sustained pieces of written work for English. There remains scope to develop pupils' skills in the drafting and refinement of both narrative and non-narrative texts, and to promote extended writing by pupils more widely than is the case at present, in other areas of the curriculum. As at the time of the last OFSTED inspection, but now in Key Stage 2 rather than in the school as a whole, the marking of pupils' work remains inconsistent and often lacks the constructive comments needed to help pupils improve, most noticeably in Year 4. On a more positive note, further changes that have brought about improvements since

the last inspection include the successful introduction of Additional Literacy Support in Years 3 and 4, and the increasing use of assessments to inform target setting for groups and individuals.

79. Based on the evidence of the lessons observed and the standard and quality of the work produced by pupils, teaching is judged to be sound in Year 1 and very good in Year 2. In Key Stage 2, the lessons observed demonstrated satisfactory teaching in Years 3, 4 and 5, and very good teaching in Year 6. However, examples of pupils' completed work indicate weaknesses in the teaching of writing across Key Stage 2. Common strengths of the teaching include: thorough planning with very clear learning objectives; good relationships with pupils; effective support for pupils with special educational needs; and the selection of appropriately challenging texts for shared use in the literacy hour. In the best teaching seen, in Years 2 and 6, teachers have high expectations, manage pupils particularly well and are skilled at turning any event or comment from pupils, as they arise, into a learning opportunity, as well as homing in on their planned objectives. The most effective teachers use questioning well, prompting the pupils to think, reach conclusions and make decisions. They successfully model both reading and writing, showing the links between the two processes and demonstrating to pupils how real writers write, how various types of text are constructed, and the kind of language they need to suit particular purposes.
80. Weaknesses in the teaching, where they exist, relate more to the overall impact of teaching on pupils' work and progress than to deficiencies in particular lessons. For example, it is clear from the work samples that teachers' expectations of what pupils should achieve in writing are too low, especially in the middle of Key Stage 2. In particular, pupils are too often allowed to present their work badly and are not required to check it even for basic inaccuracies which they could easily correct for themselves; marking rarely addresses style, structure or organisation, and many pupils who could do better are not receiving the kind of guidance they need to improve the overall quality of their writing. The use of word processing for composition, redrafting and editing work is not sufficiently emphasised. In reading, again in Key Stage 2, the requirement for pupils to read every book of the structured scheme before moving on to 'free reading' often impedes their progress. Although teachers use challenging texts with their classes in the literacy hour, not enough is being done to acquaint pupils with a broad enough range of authors and texts in their independent reading.
81. Since the last inspection, the school has extended its resources for English, and there are now suitable selections of books for guided reading and shared text work. Books in the library are well organised, and most pupils know how to use it and how to find information in books for research purposes. The room in which the library is situated is not ideal, with very high shelves, but plans are in hand for suitable improvements. The school's structured reading scheme consists of books from a variety of commercial schemes. Many of these books are very old and dated in their approach, and the school is appropriately improving the provision, with help from funds from the parent-teacher association.

## **MATHEMATICS**

82. The results of the 1999 Key Stage 1 SATs in mathematics indicate that the percentage of pupils reaching, and exceeding, the standard expected was well above the national average, and was well above the results achieved by similar schools. The school's 2000 results are significantly less favourable in terms of the percentage



of pupils exceeding the standard expected at the end of the key stage. There are currently no national figures available for comparison with the school's 2000 results.

83. Work completed by Year 2 pupils in the previous academic year was carefully scrutinised, in addition to work completed in the first two weeks of term by the current Year 2 class. Inspection findings indicate that most Key Stage 1 pupils make mainly sound, and sometimes good, progress in acquiring key numeracy skills; and slower, but broadly satisfactory, progress in using and applying these skills. They also make mainly satisfactory, and sometimes good, progress in developing their understanding of measures, shape and space. Pupils with special educational needs make good progress across the key stage. Overall, the majority of pupils in the current Year 2 class demonstrate average attainment and a small, more able, group achieve higher standards.
84. The results of the 1999 Key Stage 2 statutory tests were above the national average but were below the results achieved by similar schools. The school's 2000 SATs results indicate a significant improvement, when compared with the 1999 outcomes, and show that the vast majority of pupils achieved the national standard with just over a third exceeding this level. At present, there are no national averages to compare with the school's 2000 SATs results.
85. Work completed by Key Stage 2 pupils in the previous academic year was carefully scrutinised, in addition to that completed in the first two weeks of term by pupils currently in Years 3, 4, 5 and 6. Inspection findings indicate that, at the end of Key Stage 2, most pupils have a good understanding of the number system and of measures, shape and space and can handle data competently. Progress in learning to apply these mathematical skills to solve problems is slower, but broadly satisfactory, across the key stage. Overall, pupils with special educational needs make good progress throughout the key stage. The majority of pupils in the current Year 6 class demonstrate average standards and a very significant minority do better. Work samples show that pupils make good progress in this year group. Progress in the learning objectives for this key stage is satisfactory in Year 5. In lower Key Stage 2 pupils make slower progress which is just adequate, overall, and more able pupils in particular mark time in some lessons.
86. Throughout the school, pupils show an interest in the subject and behaviour in mathematics lessons is good. Many pupils are developing good work habits as they move through the school and the oldest pupils, in both key stages, demonstrate a mature approach to their learning.
87. The quality of teaching is mainly satisfactory in both key stages and pupils in Year 2 and Year 6 benefit from good teaching. Throughout the school, teachers plan conscientiously using common formats based on the requirements of the National Numeracy Strategy. Learning objectives are clearly defined and are appropriately shared with pupils at the beginning of lessons. Teachers make sound use of assessment to inform their planning, and tasks are usually well matched to pupils' capabilities. Resources are well prepared and appropriate, and instructions and teaching points are clearly explained. General assistants are carefully briefed and provide good support, particularly for pupils with special educational needs. Effective use was made of information and communication technology in the lessons observed in Year 2 and Year 6. However, other evidence indicates that insufficient use is made of information and communication technology across the school to support and extend pupils' numeracy skills.

88. All teachers have introduced the recommended three-part numeracy lesson which includes an introduction consisting of a variety of short oral and mental activities. In the more effective lessons, this is well paced and teachers use skilful questioning to probe pupils' understanding and to extend their thinking. Most lessons include a plenary session. However, there is some variation in how effectively this time is used to summarise key ideas and vocabulary. In Year 4, the implementation of the National Numeracy Strategy is not yet secure. The introductory activities lack pace, and questioning is not used appropriately to stimulate and challenge pupils' thinking. In this year group, insufficient opportunities are provided for pupils to make decisions, to demonstrate or to explain their thinking. As a consequence, more able pupils, in particular, mark time in lessons. The progress of higher attaining pupils is sometimes also slowed by teaching which fails to focus on their needs in Year 3.
89. The subject is co-ordinated by the Year 6 teacher who is also the deputy headteacher. He has attended training for the introduction of the National Numeracy Strategy, accompanied by the special educational needs co-ordinator and the governor with responsibility for numeracy. The co-ordinator maintains an effective overview of mathematics through monitoring teachers' planning, observations of lessons, work sampling and analysis of test results. The headteacher and local authority adviser have also observed mathematics lessons. Helpful feedback has been provided for individual teachers, and staff meetings have been organised to consider the outcomes of monitoring and to inform teaching across the school. In addition, staff have benefited from observing demonstration lessons led either by the co-ordinator or by leading mathematics teachers in other schools.
90. Resources for mathematics are satisfactory. An audit of equipment has been carried out and additional funding has appropriately been allocated to facilitate the introduction of the National Numeracy Strategy.

## **SCIENCE**

91. The results of the 1999 statutory teacher assessments, at the end of Key Stage 1 were above the national average and were in line with the results of similar schools in relation to the percentage of pupils that reached the expected standard. However, the percentage that achieved a higher standard was below the national average and well below the results of similar schools. The results achieved by Year 2 pupils in the teacher assessments in 2000 were lower than those achieved in 1999, and no pupil achieved above the expected standard. At present, there are no national figures to compare with the school's results.
92. Inspection judgements about the standards achieved by the current Year 2 cohort of pupils are based on the analysis of samples of their work in the last academic year as well as their work in the very early part of the autumn term. They are more favourable than the teacher assessments in 2000 and show that the vast majority of pupils achieve average standards, and a small minority do better. Overall, pupils are now making sound progress in their scientific learning in Key Stage 1. This contrasts with the situation when the school was last inspected and pupils' progress was found to be unsatisfactory in this key stage.
93. The results of the 1999 statutory tests in science, at the end of Key Stage 2 were in line with the national average but were well below the results achieved by similar schools. The Year 6 results in 2000 are a very significant improvement on those achieved in 1999, but there are no national figures available, at present, to compare

with the school's results. Inspection findings are also more favourable than the 1999 results, and show that the vast majority of pupils now reach the expected standard and a very significant minority do better. Overall, pupils are making sound progress in their scientific learning in this key stage, but there are variations in different year groups. In particular, progress slows in Year 4 and this is reflected in the achievements of pupils who are now at the beginning of Year 5. Pupils make the best progress in their learning in Year 6, as a result of good teaching.

94. Across the school, pupils with special educational needs generally make good progress. The progress of the most able pupils is mainly satisfactory in science, but they mark time in some lessons in the younger half of Key Stage 2.
95. In both key stages, the quality of teaching is sound, overall, and pupils in Year 2 and 6 benefit from the most effective teaching. In a lesson observed in Year 2, questions were used skilfully to probe pupils' understanding about electricity, and in Year 6 effective teaching enabled pupils to make good progress when conducting systematic experiments to learn about friction. Across the school, the quality of teachers' planning is mainly sound and is otherwise good. The learning intentions of lessons are clearly identified in teachers' plans and, in the best lessons, these are shared with pupils to help them evaluate their achievements. Teachers' subject knowledge is generally secure, and tasks are usually matched to pupils' needs. However, in some lessons in the younger half of Key Stage 2, more able pupils require more challenging work. In Year 4, evidence from a scrutiny of pupils' work over several terms suggests that teacher expectations need to be raised about pupils' potential standards, including in the presentation of their written work in science. Insufficient use is made of information and communication technology to support pupils' work in science, except in Year 6 where pupils made sound use of a spreadsheet to record the results of an experiment during the inspection. In the vast majority of lessons, teachers explain tasks clearly, organise their lessons effectively and motivate pupils well. As a consequence, pupils generally demonstrate positive attitudes towards learning, listen carefully to their teachers and concentrate on their science tasks.
96. The science policy is outdated, and the school has appropriate plans for its revision in this academic year. The school has very recently adopted the good scheme of work produced by the QCA and this provides a secure foundation for teachers' planning. The co-ordination of the subject, which is shared between the headteacher and a part-time teacher, requires improvement. While the results of the statutory assessment are analysed with satisfactory rigour, procedures for monitoring pupils' standards and progress, and the quality of teaching, are generally underdeveloped. This is recognised by the school, and its monitoring policy appropriately includes a focus on science during this academic year. Resources for science are sound.

## **ART AND DESIGN**

97. Due to timetabling arrangements, it was only possible to observe one art lesson during the inspection. As a consequence, it is not possible to make a judgement about the quality of teaching in the subject. Findings about pupils' standards and the progress they make are based on an examination of pupils' work completed during the last academic year as well as any work undertaken during the first two weeks of the autumn term.
98. Overall, pupils attain standards which are satisfactory for their ages in Key Stage 1, and their progress in the subject is broadly satisfactory. However, examples of higher

achievement are rare. In Key Stage 2, pupils' progress in art is spasmodic and mainly unsatisfactory. Consequently, pupils' standards are little below the expected level at the end of the key stage, in Year 6.

99. In Year 1, pupils have achieved sound standards when learning about the work of L. S. Lowry and making their own pictures which reflect elements of his work. In Year 2, work samples show that pupils have created self-portraits and drawings of plants which demonstrate satisfactory standards. In Year 3, pupils attained satisfactory standards in colour mixing during the inspection, and paintings of flowers, completed last term, also demonstrate sound skills. An analysis of pupils' work in Year 4 shows that standards were generally below average in recent terms, and pupils made limited progress in the subject. In Year 5, pupils' overall progress improves, and they achieve satisfactory standards when creating pictures of trees and landscape paintings. Last April, Year 5 pupils benefited from a visit to a sculpture exhibition in Cardiff. However, their collage work and pastel interpretations of flowers are a little below average. In Year 6, pupils' progress is unsatisfactory, and their standards are a little below the expected level, as a consequence.
100. While it is not possible to judge the quality of teaching in art and design, evidence suggests that some teachers, particularly in Key Stage 2, would benefit from in-service training to increase their expertise in the subject and to raise their expectations of pupils' potential achievements. Evidence from a scrutiny of pupils' work shows that key skills are not progressively developed in the school, as was the case when the school was last inspected. The good scheme of work produced by the QCA is just being introduced, and this is a sensible strategy. However, teachers will need training if they are to make the best use of this scheme.
101. The art co-ordinator is enthusiastic about the subject, and willingly provides helpful advice to her colleagues. However, procedures for monitoring the quality of pupils' work, the progress they make and the quality of teaching are underdeveloped. Resources for art and design are just adequate, and have improved since they were found to be unsatisfactory when the school was last inspected. However, some resources for making require more careful organisation and are in poor condition.

## **DESIGN AND TECHNOLOGY**

102. Due to timetabling arrangements, insufficient lessons were observed in design and technology to make a secure judgement about the quality of teaching in the subject. Findings about pupils' standards and their progress in learning are drawn from an examination of examples of their work over the last year as well as from any work undertaken in the first two weeks of the autumn term.
103. Overall, evidence shows that pupils achieve standards which are broadly satisfactory for their ages in Key Stage 1, where their progress in the subject is mainly sound. This is an improvement since the last inspection, when standards were below average and pupils' progress was unsatisfactory in this key stage. In Key Stage 2, pupils make sound progress and achieve satisfactory standards in Year 3. However, older pupils generally underachieve and demonstrate standards which are mainly a little below those expected for their ages, including in Year 6. When the school was last inspected, pupils' progress and standards were also judged to be unsatisfactory, overall, in Key Stage 2.

104. In Year 1, pupils' work samples show they make sound progress when learning to cut and stick paper and card, and achieve satisfactory standards when making models from recycled materials. In Year 2, work completed in the last few terms shows that pupils achieve sound standards when learning to stitch materials, and when creating two-dimensional figures from paper with moving limbs facilitated by paper-fasteners. Their model owls, made from card and paper, demonstrate satisfactory cutting and sticking skills.
105. In Year 3, pupils achieve satisfactory standards when designing and making finger puppets. They also make sound progress when stitching purses and creating vehicles with simple axles. In Year 4, little evidence was available to judge pupils' standards. However, their designs for model houses demonstrate limited skills and understanding. In Year 5, pupils have made model insects, using a variety of materials including wire, plaster, wood and paper. Their completed models demonstrate a range of interesting designs but making skills which are usually typical of slightly younger pupils. In Year 6, pupils have made a range of model houses, made from materials including wood, card and straws. Overall, these models present limited challenge for pupils' making skills, and are a little below the standard expected for pupils at the end of Key Stage 2.
106. While it is not possible to judge the quality of teaching in the subject, evidence suggests that most Key Stage 2 teachers would benefit from in-service training to increase their confidence and skills, and to raise their expectations of pupils' potential achievements. Since the last inspection, a scheme of work has been adopted, but the teaching has not secured the systematic development of pupils' key skills in the subject in Key Stage 2.
107. The design and technology co-ordinator has begun to examine samples of pupils' work from across the school. However, this is not yet well established, and the work requires more critical analysis to inform the development of pupils' learning and standards across the school. Resources for design and technology are broadly satisfactory.

## **GEOGRAPHY**

108. Judgements are made on the evidence of the lessons that were seen in Key Stage 1, a scrutiny of teachers' planning and pupils' work, and discussions with staff and pupils. The work sample included tasks completed in the previous academic year as well as in the first two weeks of the new term. As a result of timetabling arrangements, no teaching of geography was observed in Key Stage 2 although pupils were observed undertaking geographical tasks in Year 5. Overall, evidence shows that pupils make satisfactory progress and attain standards which are satisfactory for their ages in both key stages.
109. In Key Stage 1, pupils make satisfactory progress in extending their knowledge of the school, its grounds and the immediate area. They can follow directions and make maps of real and imaginary places, using co-ordinates to locate features. Pupils' knowledge and understanding of the United Kingdom are satisfactory and they can locate and identify the countries that constitute the United Kingdom and the seas that surround these islands. Pupils in the current Year 2 class make good progress when studying 'An Island Home'. They develop their understanding of an island locality which contrasts with their own, can identify human and physical features and satisfactorily extend their geographical vocabulary.

110. In Key Stage 2, all pupils appropriately take part in studies of the locality which involve them in valuable fieldwork. They make sound progress through their studies of different buildings in their village, and of land use and employment. Work samples from last year demonstrate broadly satisfactory progress for pupils in Years 3, 5 and 6 when studying world-wide environmental issues. However, pupils make slower, and barely adequate, progress in Year 4 since they have limited opportunities to develop their geographical thinking about environmental problems through their own research and extended writing. During the inspection, Year 5 pupils made sound progress when studying the unit of work 'Investigating Coasts' drawn from the recently adopted scheme of work produced by the QCA. Some work undertaken in this key stage enables pupils to improve their general knowledge of Great Britain and countries overseas. However, their learning about contrasting localities is often unsatisfactory because of a lack of appropriate resources.
111. In Year 1, the quality of teaching is satisfactory and in Year 2 it is good. No teaching of geography was observed in Key Stage 2 although Year 5 pupils were observed at work following an introduction by the teacher. In the current academic year, lessons are appropriately based on helpful guidance from the QCA and this scheme is beginning to have a positive impact on planning and classroom practice. The scrutiny of pupils' work completed last year indicates that, in some of the topics undertaken, the geographical focus is not well defined by teachers or given sufficient emphasis.
112. Since the last OFSTED inspection, the school has made broadly satisfactory progress in raising standards in geography. There is a temporary co-ordinator for the subject and, although some work sampling has been undertaken, the monitoring of the subject currently lacks rigour. The school is aware that the policy for geography requires updating to reflect current practice and changes to the curriculum.
113. Resources for geography are adequate but the school recognises that they need to be improved to support the introduction of the QCA scheme of work. Resources for the study of appropriate contrasting localities are unsatisfactory.

## **HISTORY**

114. As a result of timetabling arrangements, only three history lessons were observed during the inspection. Evidence was gathered from teachers' planning, from a careful scrutiny of pupils' work completed in the previous academic year as well as in the first two weeks of the new term; and from discussions with pupils. Overall, pupils make satisfactory progress and attain standards which are satisfactory for their ages in both key stages.
115. In Key Stage 1, pupils make sound progress and achieve satisfactory standards when exploring simple differences between the past and the present. Through their class topics, they develop a satisfactory understanding of how things have changed and can use words relating to the passage of time. In Year 1, for example, pupils bring their favourite toys to school and discuss the similarities and differences between these and those which children played with in the past. Across the key stage, pupils make sound progress in developing an understanding of the importance of evidence through their discussion and drawings of simple artefacts such as telephones, school writing slates or an abacus. They also extend their knowledge and understanding about famous people such as Alexander Bell and George Stephenson. Changes in their own lives and those of their family are also discussed

in 'circle time' and this makes a significant contribution to pupils' growing sense of chronology.

116. In Key Stage 2, pupils continue to make mainly satisfactory progress through their studies of various periods of history; and in the Year 6 lesson which was observed, progress was good. Work samples show that each year group studied 'Britain Since 1930' in the previous academic year. Pupils make satisfactory progress, overall, in increasing their knowledge of this period of history. However, there is some variation across the key stage in the development of skills. Year 6 pupils, for example, use accounts of life during World War II, provided by their relatives, as an important source of evidence, write their own accounts of life as an evacuee and use CD-ROMs to search for information about important people of this era. However, in Year 4, the overuse of worksheets provides limited opportunities for pupils to develop important writing skills or to make gains in the key elements of history as outlined in the National Curriculum Programme of Study. In the Year 6 lesson which was observed, pupils made good progress in extending their understanding of differing interpretations of history through their current studies of ancient Greece; and in learning how to organise evidence effectively in order to justify a viewpoint.
117. Evidence from the limited number of lessons observed, and from discussions with pupils, indicates that pupils have positive attitudes to the subject and that they enjoy history lessons. They respond particularly well to teaching which challenges them, for example, to research at home for information about modern Greece to enable them to make a short presentation to the class.
118. Insufficient lessons were observed to make a secure judgement about the quality of teaching. Teachers plan conscientiously and evidence suggests that they have secure subject knowledge. In the lesson observed in Year 6, good teaching included the use of skilful questioning to promote pupils' interest in the subject and to extend their thinking. Some use is made of information technology to enable pupils to access information and to record their findings, but this is not consistent throughout the school.
119. Since the last OFSTED inspection, the school has made sound progress in raising standards in history. A skills-based planning sheet was formulated to provide an improved framework for planning; and helpful guidance from the QCA has recently been introduced to improve continuity and progression. There is a temporary co-ordinator for the subject and, although some work sampling has been undertaken, the monitoring of the subject currently lacks rigour. The school is aware that the policy for history requires updating to reflect current practice and changes to the curriculum.
120. Resources are satisfactory and are well organised.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

121. During the inspection, few pupils used computers to support and enhance their work across the curriculum. The school provided a small amount of information technology work, completed in the previous academic year, and this was carefully scrutinised, in addition to teachers' planning. Discussions were held with both staff and pupils.
122. A significant percentage of pupils have access to computers at home and, as a consequence, they demonstrate sound or better keyboard and computer mouse skills

when given the opportunity to use ICT in school. Some older pupils also have access to the Internet at home and to other ICT resources such as scanners and digital cameras and this enhances their knowledge and understanding of the subject. However, across the school, pupils make uneven progress in using ICT to communicate and handle information and to support their problem solving, recording and expressive work. In both key stages, progress is unsatisfactory, overall, apart from in Year 6 where it is sound. At the end of each key stage, the attainment of the majority of pupils is a little below average.

123. When given the opportunity, pupils make mainly sound progress in their work with texts, data, design and control. In Key Stage 1, pupils learn how to use the computer to draw pictures and can use a simple database to enter information and then print the results. They understand how to make changes to fonts and demonstrate satisfactory standards when writing and printing their addresses and when posing questions as part of their work in literacy. Pupils in this key stage also have experience of controlling a floor robot and of using a tape recorder.
124. In Key Stage 2, Year 3 pupils demonstrate satisfactory standards when adding 'clip art' pictures to Christmas greetings they have composed for their parents and when writing poetry. They use simple modelling programs linked to work they are undertaking and can collect and analyse data, for example, about themselves. Year 3 pupils also have opportunities to programme the school's 'roamer'. In Year 4, pupils achieve sound standards when using a digital camera to record their art work.
125. In Year 5, pupils make sound progress in developing an understanding of spreadsheets and of sensors. They use sensors to monitor changes in light, temperature and noise in their classroom and can offer sensible interpretations for the trends in the graphs that are produced. Progress improves in Year 6 where pupils have more regular opportunities to use information technology. They write narrative or factual accounts to support their work in a number of subjects; and can search for information using CD-ROMs, for example in history and geography, and then 'cut and paste' pictures and texts for a class presentation. Pupils demonstrate sound standards when loading and sorting data using different criteria before producing a variety of graphs; and when designing appropriate formulas for a spreadsheet in order to calculate value for money in purchases. They use sensors effectively to support experiments in science such as those to measure the properties of insulation.
126. When given the opportunity, pupils enjoy using computers and other ICT equipment. They show an enthusiasm for the subject, concentrate well and their behaviour is good.
127. Insufficient teaching of information technology took place during the inspection to make a secure judgement about the quality of teaching. Good use was made of a short period of time to introduce the Year 5 class to spreadsheets and, in Years 2 and 6, effective management of the numeracy hour enabled pupils to use information technology programs which were carefully linked to the work they were undertaking. Following the last OFSTED inspection, the school appropriately organised specific training in modelling and control for Key Stage 2 staff and, in general, staff confidence and competence in these areas has improved. However, evidence suggests that some teachers would benefit from additional well-focused training and an audit of training needs is appropriately to be undertaken by the school. An information technology technician, appointed by the local cluster of schools, is providing good support for teachers.



128. The headteacher has recently assumed responsibility for the co-ordination of the subject. She is aware that the use of ICT across the school is uneven. An action plan has been formulated in an attempt to improve ICT and this has been discussed with the governors. Helpful guidance, published by the QCA, has been introduced to improve planning, but this has yet to have a significant impact on teaching.
129. The school has taken advantage of various voucher schemes and has received financial support from the parents' association. Resources are adequate and are to be improved through funding from the National Grid for Learning funding.

## **MUSIC**

130. Due to timetabling arrangements, it was possible to observe only two music lessons across the key stages. In addition, singing was heard in assemblies and the performance of pupils in the school orchestra was assessed. Insufficient evidence was available, as a consequence, to make an overall judgement about pupils' standards in music, or the quality of teaching in the subject. However, it is obvious that pupils enjoy singing, and the quality of their performance is mainly good. Their diction is clear, and their control of pitch and dynamics is usually secure. In a lesson observed in Year 5, pupils made good progress in developing their listening skills and in creating simple compositions using percussion instruments. The school orchestra is well taught by the music co-ordinator, and comprised over 25 pupils during the inspection. A good range of instruments are played, including violin, keyboards, guitar, recorder, clarinet, flute, 'cello and percussion. The standards achieved by the orchestra are good, and all participants make effective progress when learning to perform together. The last OFSTED inspection also recognised the high standards achieved by the school orchestra.
131. The music co-ordinator has good knowledge and skills, and is enthusiastic about the subject. She has recently observed music lessons in Key Stage 1, which has helped to develop her overview of provision in the school. Teachers' planning for music is satisfactory, and sometimes better, being appropriately supported by a commercial scheme of work in Key Stage 1 and by a scheme produced by the co-ordinator for Key Stage 2 pupils. Resources for music are satisfactory.

## **PHYSICAL EDUCATION**

132. Only one games lesson, in the Year 2 class, was observed in Key Stage 1. In this lesson, pupils made good progress and their standards were above average. Almost all pupils demonstrate above average control and co-ordination for their age when throwing and catching balls and other soft objects, whether working alone or in pairs. They persevere to improve the accuracy of their throwing when aiming at a target, and almost all can throw and receive a ball safely in pairs, gradually increasing the distance between them. During those parts of the lesson involving the warm-up and cool-down, pupils respond well to their teacher's questions and display a good understanding of the need for exercise and of its effects on the body. At all points in the lesson, they observe the need for safe practice when moving around the hall, and they are already well versed in the correct procedures for setting up, using, and putting away apparatus. When invited to demonstrate effective movements and techniques they take evident pride in performing well, and they give perceptive, informed evaluations for their age when asked to evaluate their own or others' performance.

133. Overall, evidence suggests that pupils make satisfactory progress in Key Stage 2, and attain average standards. In the first of a sequence of lessons designed to introduce pupils to the skills of 'tag rugby', a minority of the pupils in Year 6 show themselves to be already adept, at this early stage of term, at passing the ball around their bodies, and at throwing and catching the ball when running. Most pupils can throw and catch the ball with reasonable accuracy when stationary, working alone or in pairs, and can gradually extend the number of throws set as targets to reach without dropping the ball. However, their movements generally lack the fluency and speed of response often found in pupils of this age, their response to instructions is occasionally slow, they are given too few opportunities to evaluate their work, and attainment therefore remains, overall, broadly average. During brief observations of a football lesson involving pupils from Years 3 and 4, pupils demonstrated very sound control of the ball when running on their own and when weaving between 'opponents'. In a 'High Fives netball' lesson, pupils in Year 4 demonstrated good knowledge and understanding of the rules of the game, and above average proficiency in the skills involved. Pupils in Year 3, for whom this is their first encounter with the game, shadow the older pupils well and quickly grasp what the game is about, making good progress in a short time.
134. Since the last OFSTED inspection, the school has addressed the National Curriculum requirement, at that time statutory, for the provision of outdoor and adventurous activities for pupils in Key Stage 2. An orienteering course has been set up by a parent with specialist expertise, and he regularly helps the school by working with small groups of pupils. Staff have benefited from training which has equipped them to use orienteering activities in the classroom, in the hall and outdoors. Pupils in Year 6 also benefit from a range of outdoor and adventurous pursuits during an annual residential visit to a purpose-built centre in Brixham, Devon. Extra-curricular opportunities for sport have also improved. Pupils in Key Stage 2 are now given opportunities to participate in football and netball clubs as well as to take part in friendly and competitive matches and tournaments with other schools. There are further opportunities for physical activity through the gymnastics club and country dancing. As yet, there is no extra-curricular sports provision for pupils in Key Stage 1. In response to criticisms raised in the OFSTED report, and with the generous support of its parent teacher association, the school has replaced almost all of its large apparatus and small equipment for gymnastics and games. In common with many schools, it also benefits from equipment, provided on a temporary basis through a local 'Top Sports' scheme, to promote sports such as hockey and table tennis. The school is also fortunate in being able to draw on the expertise of a number of parents with particular specialisms, for example in hockey, who work with pupils on a regular basis and make a good contribution to their progress.
135. Insufficient lessons were seen to judge the overall quality of teaching in Key Stage 1, but the lesson observed in Year 2 was very well taught. In Key Stage 2, the teaching is sound overall. All teachers pay due attention to safe practice, and all pupils are correctly dressed for each lesson. In the lessons involving pupils from Years 3 and 4, those pupils preparing for football, in particular, were very slow to get ready for the lesson and, as a result, valuable teaching and learning time was lost. In all lessons, teachers plan and follow structured sequences of activities. Their instructions are clear, and feedback to pupils is helpful in showing them how to improve their performance. Pupils are made aware of the effects of exercise on the body, and targets for achievement are set and extended. In Year 2, where the teaching is very good, pupils are required not only to extend their personal targets, but also to improve their techniques. Skilful questioning by the teacher focuses pupils' attention on

performance, and they rise to the challenge well, making informed and explicit evaluations of their own and others' work, an element not sufficiently emphasised in the teaching of older pupils.

136. Since the last OFSTED inspection, the school has, sadly, lost the use of its swimming pool, which was closed on health and safety grounds and which proved far too costly to repair. Arrangements have recently been made for pupils to continue with their swimming lessons, thanks to the generosity of a local private school which has made its own pool available.
137. The headteacher is currently the co-ordinator for physical education and there is a planned programme of development, within the school development plan, which is intended to address identified weaknesses. For example, there is, as yet, no formal system for the assessment and recording of pupils' progress, although staff do make informal judgements 'by exception', noting those pupils who do not achieve the intended learning goals in lessons, and taking their needs into account in subsequent planning and teaching. There has been no monitoring of the teaching of physical education lessons, the policy needs updating, and the school intends to review its scheme of work.

## **RELIGIOUS EDUCATION**

138. Only two religious education lessons were seen in each key stage, and judgements about standards are therefore based on a wider range of evidence which includes pupils' written work from the last academic year as well as that produced in the first two weeks of the current term. All available evidence shows that, overall, pupils make sound progress, and that, by the end of each key stage, they attain standards that meet the requirements of the agreed syllabus. The work produced by last year's cohorts of pupils in Years 5 and 6 shows particularly good coverage of the syllabus and is both reflective and thoughtful, revealing an unusual maturity for pupils of their ages. In the two lessons seen in Key Stage 1, pupils in Year 1 and Year 2 demonstrated sound understanding of homes as special places. Pupils in Year 1 identify with the feelings of 'The Church Mouse' for whom home is a church, while pupils in Year 2 recognise that 'home' is more than a house and has more to do with the things, animals and people we care about than with empty rooms. Pupils in Year 3 reflect on what is needed to 'stay alive', concluding that what we feel and what we believe are as important as our physical needs. Pupils in Year 4 learn about the gods of ancient Egypt, recognising them as a manifestation of religious expression in a past civilisation.
139. The standard, quantity and quality of the range of work presented for inspection show that there has been a marked improvement since the last OFSTED inspection when standards were unsatisfactory, recorded evidence was limited, and too little time was devoted to the subject. The use of worksheets has largely been replaced by written work produced by the pupils themselves, and pupils now study major faiths including Christianity, Hinduism, Islam and Judaism. Pupils' responses show that they are being taught not only about religion, but also to consider the deeper meanings of religious experience - what can be learned from religion. Resources to underpin the teaching of religious education have been improved through the purchase of suitable books and artefacts, and the school also has access, through a loan system, to resources held by the local cluster of schools, by North Somerset Education Authority, and by the diocese. The religious education adviser for the authority has given the school good advice and practical support in the form of staff training and the

development of the school's written policy. As a result, staff are now more confident in their teaching and better informed about the subject requirements. The policy for religious education is clear, and the school is making a successful start to implementing the new Somerset Agreed Syllabus. A new scheme of work which offers teachers relevant and detailed guidance is currently being trialled in some classes, but is not yet securely enough established to ensure that some elements of work are not studied in successive years. For example, work from last year shows that the life and work of Mother Teresa was studied in at least three different year groups.

140. In the lessons seen, teaching was good in Key Stage 1 and satisfactory in Key Stage 2. All lessons are prepared well, and teachers make clear what they intend their pupils to learn. In Key Stage 1 and Year 3, methods match the interests of pupils, readily engaging their interest, and in Years 2 and 3 in particular, pupils are required to think for themselves, drawing on their own experience of the world to make judgements and reach conclusions. In Year 4, pupils complete tasks satisfactorily, meeting the objectives of the lesson, but they are not given suitable opportunities to engage in discussion, and the teaching lacks challenge, particularly for the more able pupils.
141. The headteacher co-ordinates the school's work in religious education and, with the valued assistance of the religious education advisor, has been instrumental in securing significant improvements in resources, teaching and learning since the last OFSTED inspection. No formal monitoring and evaluation of planning, teaching, learning or standards have yet taken place, but development plans show that appropriate monitoring procedures are to be introduced alongside the introduction of the new syllabus.