

## INSPECTION REPORT

### **St MARKS V A PRIMARY SCHOOL**

St. Mark's Road, Worle, Weston-Super-Mare,  
North Somerset

LEA area: North Somerset

Unique reference number: 109273

Headteacher: Mr M Tedstone

Reporting inspector: Kath Oram  
15666

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> January 2002

Inspection number: 243445

Full 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: Voluntary Aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: St. Mark's Road  
Worle  
Weston-super-Mare  
North Somerset

Postcode: BS22 7PU

Telephone number: 01934 513008

Fax number: 01934 522007

Appropriate authority: North Somerset

Name of chair of governors: Revd. Michael Pullan

Date of previous inspection: 20<sup>th</sup> – 23<sup>rd</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15666	Kath Oram	Registered inspector	Information and Communication Technology	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9880	Anthony Comer	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
10782	Henry Moreton	Team inspector	Mathematics, Design and Technology, Physical Education, Equal Opportunities, Special Educational Needs	How well does the school care for its pupils?
1967	Jennie Willcock-Bates	Team inspector	English, Art, Music, English as an additional language	How good are the curricular and other opportunities offered to pupils?
23999	Christine Davey	Team inspector	Science, Geography, History, Foundation Stage	

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

### **INFORMATION ABOUT THE SCHOOL**

St.Mark's is a voluntary aided Church of England/Methodist Ecumenical school for boys and girls aged four to eleven. The school has grown in size since the last inspection when there were 277 pupils in nine classes. It is now a larger than average primary school with 11 classes that serves the immediate locality of mixed private and local authority housing with pupils from widely differing backgrounds. There are 334 pupils on roll with 18 pupils eligible for free school meals, which is below the national average. There are more boys than girls in the school with an imbalance in the Reception year with 32 boys to 17 girls. There are two pupils with a statement of special educational need and a further 28 pupils on the register of special educational needs, lower than the national average. Children enter the school with broadly average levels of attainment. There are very few families from ethnic minority backgrounds.

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

This is a good school. Pupils of all ages are taught well and make good progress over time, in relation to their attainment on admission, reaching above average standards in the majority of subjects. There is good overall leadership by the headteacher and staff. The school gives satisfactory value for money.

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

- The quality of teaching is good overall. As a consequence the pupils learn well and make good progress throughout the school in the majority of subjects. Children make good progress in the Foundation Stage and reach above average standards by the time they enter Key Stage 1.
- Standards are above average in English at Key Stage 2. They are also above average in mathematics, science, art, geography, history and music in both key stages.
- Provision for special educational needs is good which enables pupils to achieve well, particularly those with statements of special educational need.
- There are very good relationships between everyone in the school and pupils are enthusiastic about learning.
- The school enriches the learning opportunities for pupils very well, with clubs, visits and contributions from the wider community.
- It enables parents to hold very positive views of the school and play a significant part in the work of the school.
- The school has effective ways of supporting pupils' spiritual and social development.
- The school is well led and managed by the headteacher and staff who, with governors, provide a good ethos for learning where pupils achieve well.

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

- Standards achieved by pupils in information and communication technology and design and technology.
- Involvement of the governors in helping to shape the direction of the school, planning and prioritising its development.
- Evaluating the effectiveness of the actions taken to improve the school by co-ordinators, the headteacher and governors so that all subjects are developed at a suitable pace to improve standards further.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in October 1997 standards have risen in mathematics, science, art, geography and history in both key stages. They have improved in English at Key Stage 2 and are about the same in Key Stage 1. They remain at the same high standard in music and are at an appropriate level in physical education throughout the school. Standards have fallen to below average in design and technology and have not risen sufficiently in information and communication technology for seven and eleven year olds. The attainment and rate of learning in the Foundation Stage has improved to a good level. Pupils with special educational needs and those of higher attainment make better progress overall than was the case in 1997. The school has successfully dealt with the key issues from the last inspection except that it has not completed its work to improve standards in information and communication technology and does not make full use of all co-ordinators to monitor the effectiveness of teaching and learning in their subjects. Teaching has improved significantly especially in information and communication technology and geography. The school ensures that the majority of pupils are now suitably challenged in almost all lessons and their learning is good. The school has a good capacity to improve further.

## STANDARDS

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

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

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

There has been a steady improvement in results from 1998 to 2001 at Key Stage 2. The overall results of 11 year olds in 2001 were well above the national average and above the average of similar schools. In mathematics and science they were above the national average but about the same against similar schools for these pupils. The sharp increase in standards of English at the end of Key Stage 2 is a consequence of the focus the school has put on improving teaching and learning in the subject and the ability of that group of pupils. Results for mathematics and science at the higher levels at Key Stage 2 is average. Results are broadly in line with the national trends and there are signs of improvement in pupils' standards in school now. Inspection findings generally reflect the test results. All pupils, including those with special educational needs make good progress in their time in school. Children in the Foundation Stage enter at average attainment and make good progress to enter Key Stage 1 with above average standards. The high standards in the key areas of literacy and numeracy mean that pupils are able to make good progress in other subjects that require reading, writing and application of numeracy skills. The school sets and achieves appropriate targets.

By the end of Key Stage 1 and 2, pupils attain above the expected levels seen in most schools in all foundation subjects except design and technology and information and communication technology where they are below expectations. By the time the pupils leave the school they have very high standards in handwriting. There is a strength in singing and instrumental work in music across the school. In art, pupils have good drawing skills and in science they have well developed scientific enquiry skills. Their design and technology skills are below that expected because too little attention is given to the subject and the systematic development of designing skills throughout the school. Overall, however, the school has shown satisfactory improvement despite the lower standards in two subjects.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They show a keen interest and involve themselves wholeheartedly in the life of the school.
Behaviour, in and out of classrooms	Good overall. Pupils generally behave well in lessons, play happily together and move around the school in a sensible and polite way.
Personal development and relationships	Very good. The school promotes pupils' personal development very well. There are very good relationships which has a positive effect on the teaching and learning.
Attendance	Satisfactory.

Pupils' social skills develop well. They are usually enthusiastic about learning. They show high levels of courtesy and politeness. They form very good relationships and respect others and take increasing responsibility, as they get older. Pupils clearly enjoy learning and respond well to the good relationships in the school.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. It contributes significantly to the effective learning seen in the school. Teaching was good or better in two out of three lessons and very good or excellent in one in four of them. Relief teachers in Key Stage 2 taught the small number of unsatisfactory lessons where a minority of pupils did not behave as they should. Planning of lessons is particularly strong with work well matched to pupils of different ability. Pupils with special educational needs receive good teaching enabling them to make good progress. The needs of the higher attainers are usually met although some of these pupils could be more challenged in science. Teaching of English and mathematics is good overall. There are examples of very good teaching in both subjects, particularly in English in Key Stage 2. The basic skills of literacy and numeracy are well taught across the school. Teachers use the new computer suite effectively to enthuse pupils and promote speaking, listening and problem-solving skills. Inspection judgements support parents' views about the quality of teaching in the school, which was almost universally believed to be good. The quality of teaching in the Foundation Stage is good overall and is sometimes very good and occasionally excellent. This is a considerable improvement since the last inspection. A strength is the good teamwork to which all are encouraged to contribute. Teachers show their enthusiasm for the subjects and this rubs off on the pupils. Where teaching is particularly effective teachers have excellent subject knowledge and make good use of this in demonstrating what needs to be done and how. Pupils enjoy their work and usually concentrate well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of learning opportunities although there are imbalances in the quality of provision in information and communication technology and design and technology, and these subjects do not meet statutory requirements. Interesting and challenging extra-curricular activities complement the school curriculum.
Provision for pupils with special educational needs	Good. Pupils with statements of special educational need are well provided for. Additional learning support in literacy across the school is particularly effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school promotes spiritual and social development very well but could do more to help pupils be aware of the multi-cultural diversity of society.
How well the school cares for its pupils	Good. There is a high level of care for pupils. This includes secure procedures for ensuring child protection, good behaviour and attendance. The procedures for supporting pupils personal development are good although monitoring and recording their progress is underdeveloped.

The school provides a caring and welcoming environment for its pupils and works hard to involve parents in their children's learning. There is a good range of extra curricular activities and visits for pupils, which contributes well to their overall development. The school works very well in partnership with parents and they are made to feel welcome and included in their child's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher and staff provide clear educational direction and set a positive caring ethos for the school. Co-ordinators are not yet contributing fully to the leadership of the school with too few of them regularly gathering information about their subjects and using this to inform whole school planning.
How well the governors fulfil their responsibilities	The governors are supportive of the school but their role in shaping the direction and deciding priorities and planning for improvement have yet to be developed.
The school's evaluation of its performance	The school makes good use of information gathered to inform decisions about which areas of the curriculum to improve. It does not have a sufficiently clear picture of how these developments affect the learning in the whole curriculum.
The strategic use of resources	Good. Staff and resources for pupils with special educational needs are used particularly well.

The school is well led. Governors and the headteacher have secured high quality teaching and support staff and ensured they work well for the benefit of the pupils. There is strong commitment to good relationships and achieving high standards by everyone. The governing body is very supportive of the school and contributes to the positive and caring ethos. The governors are willing to offer their skills for the good of the school relying on the headteacher for guidance and information. With many governors new to the school it is an opportune time to extend their role to independently gain an understanding of the strengths and weaknesses and to make a more positive contribution to deciding priorities for development and shaping the direction of the school. The focus on one main area for improvement has meant that the work of co-ordinators in other subjects has not been developed or consideration taken of the effect of that effort on other subjects. The school seeks 'best value' in its spending decisions. The limited accommodation is used well. Learning resources are satisfactory in most areas; they are good in English, mathematics and the Foundation Stage.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• They feel comfortable approaching the school with questions or concerns.</li> <li>• Their children like school.</li> <li>• Children behave well and make good progress.</li> <li>• The school is well led and managed.</li> <li>• The children are well taught.</li> <li>• The school works well with them and expects their children to work hard and to become mature and responsible.</li> </ul>	

There was a very positive response to the questionnaire sent to the parents. There were only a few individual comments about what they would like to see improved. Inspectors agree with the views of the parents.

## **PART B: COMMENTARY**

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

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

##### **Children in the Foundation Stage**

1. Assessment shows that children enter school with broadly average levels of attainment in all areas of learning, although personal, social and emotional skills are well developed. For a significant minority attainment is above average in most areas of learning when they start school. All children achieve well, including the more able as well as those with special educational needs. By the time they move to Year 1 attainment for the majority of children is above average in all areas of learning.

##### **Standards in Key Stage 1 and 2 in English, mathematics and science.**

2. Standards are average in English for seven year olds and above average for eleven year olds. They are also above average in mathematics and science. There have been improvements from the time of the last inspection, particularly in English, mathematics and science for the oldest pupils. Inspection findings show that although pupils generally reach average standards at age seven they are above average in speaking and listening, reading and science.

3. The 2001 test results for seven year olds in reading and mathematics were well above the national average and the average of similar schools. In writing, results were above the national average and in line with those attained by similar schools. Teacher assessment of science for seven year olds shows above average standards for Level 2 and well above for Level 3.

4. The results of eleven year olds in 2001 were above the national average and the average of similar schools. In mathematics and science they were above the national average but about the same against similar schools for these pupils. There are fewer eleven year olds reaching the higher levels in mathematics than in the nation as a whole. The sharp increase in standards of English at the end of Key Stage 2 is a consequence of the focus the school has put on improving teaching and learning in the subject and the ability of that group of pupils. Inspection findings reflect the above average standards of the tests in all core subjects.

5. Over the previous few years, the results in the core subjects for seven year olds have been maintained at a high level in reading and writing, and improved in science. In mathematics there has been a slight decline from 1998 to 2001. This is in part due to the emphasis given to reading and writing for whole school development. There has been a steady improvement in results in the same period at Key Stage 2. After a slight decrease in standards in 2000, due to a higher percentage of pupils with special educational needs, the high levels were regained in 2001 with significant improvement in English. Results in the

higher levels of mathematics and science are about the same as other schools although many more pupils are attaining the national standard than expected in these subjects.

6. Results are broadly in line with the national trends and there are signs of improvement in the standards of pupils currently in school now. Inspection findings generally reflect the test results. All pupils, including those with special educational needs, make good progress in their time in school. This is a result of the good teaching both in the classroom and in withdrawal groups. There are no significant differences in the progress made by boys compared with girls. The high standards in the key areas of literacy and numeracy mean that pupils are able to make good progress in other subjects that require reading, writing and application of numeracy skills. The targets set by the school for Year 6 pupils are suitably challenging.

#### **Attainment in the foundation subjects.**

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Art and design	above average	above average
Design and technology	below average	below average
Information and communication technology	below average	below average
Geography	above average	above average
History	above average	above average
Music	above average	above average
Physical education	average	average

7. By the end of Key Stage 1 and 2, pupils attain above the expected levels seen in most schools in all foundation subjects except design and technology and information and communication technology where they are below expectations and in physical education where they are about the same as other schools. By the time the pupils leave the school they have very high standards in handwriting. There is a strength in singing and instrumental work in music across the school. In art, pupils have good drawing skills and in science they have well developed scientific enquiry skills. Their design and technology skills are below that expected because too little attention is given to the subject and the systematic development of designing skills throughout the school. Standards are rising in information and communication technology but as yet the number of pupils achieving expected standards is too low and inconsistent across the school; standards are therefore, below average overall. These findings represent an improvement overall despite the lower standards in two subjects.

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

8. The pupils' attitudes to school are good. The children enjoy coming to school and are enthusiastically involved with the life of the school. They join in with activities and enjoy sessions where the whole school comes together such as in worship. They smile readily and show their enjoyment in work and play.

9. Parents believe that the children like coming to school, are encouraged to work hard and do their best, and that the school helps them to become mature and responsible. Parents also believe that behaviour is good.

10. Overall, the behaviour of pupils is good. In lessons, where teaching fully engages the pupils, behaviour can be excellent. Pupils with special educational needs are fully integrated into the life of the school and behave well. Where teaching is unsatisfactory, behaviour can

also deteriorate to an unsatisfactory level. Around the school and in the playground, behaviour is good. Pupils play happily together and are polite and courteous. They willingly hold doors open for visitors and are appreciative of the help they get from each other. They work well in small and large groups, sharing resources and encouraging each other to do well.

11. Relationships between pupils, and between pupils and adults, are very good. The range of educational visits, visitors and after school activities, as well as the emphasis that the school places on personal, social and health education, all contribute significantly to pupils' personal development. Pupils are encouraged to show initiative and to take responsibility through, for example, the appointment of classroom helpers, duties in assemblies, involvement with the 'school playground' project and answering the office telephone during lunchtime.

12. Children in the Foundation Stage have very good opportunities to develop their personal, social and emotional skills. They grow in independence in their time in the class and willingly participate in lessons because of the secure environment and good relationships established. Overall, the attitudes, behaviour and personal development of pupils make a positive contribution to learning. Standards having been generally maintained since the last inspection.

13. Pupils' attendance is satisfactory, being broadly in line with the national average. There is very little unauthorised absence and pupils arrive at school punctually.

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

14. The quality of teaching is good overall. It contributes significantly to the effective learning seen in the school. Teaching was good or better in two out of three lessons and very good or excellent in one in four of them. Relief teachers in Key Stage 2 taught the small number of unsatisfactory lessons. This shows improvement since the last inspection. Teachers' expectations have also improved with work well matched to pupils of all abilities ensuring that learning is good. The school has targeted areas for development following analysis of test information and a comprehensive monitoring programme and training for staff has been undertaken, particularly in literacy. Teachers use the new computer suite effectively to enthuse pupils and promote speaking, listening and problem-solving skills. Inspection judgements support parents' views about the quality of teaching in the school, which was almost universally believed to be good.

15. The quality of teaching in the Foundation Stage is good overall and is sometimes very good and occasionally excellent. This is a considerable improvement since the last inspection. A strength is the good teamwork to which all are encouraged to contribute. The newly qualified teacher feels well supported and has made a secure start to her teaching career. Very high value is placed on relationships and the contribution of the well-informed support staff is highly appreciated. Careful planning, aimed at addressing the needs of all children, provides a secure framework for future learning. Planning is continuously assessed through regular meetings and changes are made in the light of findings. Nevertheless there is not enough emphasis on the needs of the more able in some activities. All staff are clear about what is expected of them. The high quality of their knowledge and understanding of young children's needs contributes significantly to their good rates of progress. Although the well-informed Foundation Stage leader monitors planning and offers help and guidance, her role does not yet include a planned programme for the monitoring of classroom teaching and learning. Nevertheless she has a clear vision of what needs to be done next therefore the potential for improvement is good.

16. Teaching is always satisfactory in Years 1 and 2, with over half the lessons good or better. Planning is detailed and is rooted in secure knowledge and understanding of the National Curriculum. Resources are carefully prepared and well deployed, so that pupils get the maximum benefit from them, including human resources. Teachers use questioning to make sure pupils understand before moving on to the next step and to encourage pupils to give detailed answers. A good example of this was in a Year 1 science lesson when pupils were able to describe what was good about using plastic materials in the classroom. Teachers make good use of opened-ended questions to help pupils think for themselves and give a range of answers.

17. Teaching is good overall in Key Stage 2, with many significant strengths. The small minority of unsatisfactory lessons were with staff new to the school who do not know the pupils well and as a result behaviour management and therefore learning, were not as strong as with permanent staff. There is teaching with excellent features in English, music and information technology at Key Stage 2. In these lessons pupils make very rapid gains in learning and thoroughly enjoy the lessons. Teachers show their enthusiasm for the subjects and this rubs off on the pupils. They all have excellent subject knowledge and make good use of this in demonstrating what needs to be done and how. Planning of lessons is particularly strong with work well matched to pupils of different ability, except in a few lessons in mathematics, science and history, where higher attaining pupils could be more challenged.

18. The teaching of literacy and numeracy skills is good. It has a substantial impact on the progress pupils make in lessons and in the way they achieve over time. The school has worked hard to plan and implement the National Literacy and Numeracy Strategies, helping pupils build securely on previous learning. Teachers usually plan effectively to make use of opportunities across the curriculum to help pupils to make use of their literacy skills although this is less apparent with developing numeracy skills. They are beginning to make use of information and communication technology to develop these skills and when they do so the teaching is good and pupils make rapid progress. The setting of pupils in Key Stage 2 has helped teachers to focus more closely on the needs of individuals and this has had an impact on improving standards.

19. Teaching of the core subjects is good overall in English, mathematics and science. It has improved in information and communication technology and is good overall. The quality of teaching in design and technology has not improved since the last inspection, with expectations still too low. This subject makes insufficient contribution to the development of pupils' literacy and numeracy skills. Music teaching is good particularly in developing singing across the school. Teaching is also good in history and geography.

20. In almost all lessons there are strong features, which help create the positive ethos and effective working environment in the school. This contributes to the good achievements of pupils and their open response to their learning. Planning is thorough and effective organisation carries out well in practice. Good relationships make overt classroom discipline rarely necessary but almost all teachers are effective managers, when the need arises. In lessons, teachers interact regularly with individuals and groups of pupils to assess understanding and move learning on. However, the quality of marking and the level of critical comment, intended to show pupils clearly what they need to do next to improve, is variable.

21. The quality of teaching for pupils with special educational needs and for pupils with English as an additional language is good. Particularly effective is the provision for those pupils with Statements of special educational needs. Teachers plan their lessons to take into account the special educational needs of pupils and they learn well. As a result of the arrangements made, especially for the older pupils, they make good progress in improving their skills, particularly in literacy, but also in numeracy. Teachers and learning support

assistants choose teaching materials well to match the ability of each pupil and to present a good challenge. They teach basic skills well with particularly high expectations for language comprehension. Pupils are given good support to take part in lessons and to have access to all that is on offer. Where pupils are withdrawn for group work, their lesson is carefully planned. Discussions between staff ensure gains in learning are noted and used to plan the next steps.

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

22. Since the last inspection the school has made satisfactory progress in maintaining a broad and generally well-balanced curriculum but further work remains to be done. The school provides a good range and quality of learning opportunities for all groups of pupils, including a pupil who speaks English as an additional language. Statutory requirements for most of the subjects of the National Curriculum are met. They are not met in information and communication technology and design and technology. The school successfully implements the nationally recommended curriculum for the areas of learning for Foundation Stage and the provision is good. The national strategies for literacy and numeracy are effectively in place throughout the school and have a significant impact on standards in English and mathematics. However, the strong and appropriate emphasis on literacy has compromised the time available for other subjects. Consequently, while the overall curriculum is broad, imbalances remain in information communication technology and design and technology. The school does not yet have resources to teach the full information communication technology curriculum and appropriate plans are in place to introduce control technology at a later stage.

23. The strategies for teaching literacy and numeracy are effective. The provision for numeracy is well co-ordinated, and this leads to good learning and achievement. The co-ordination of literacy ensures that English teaching is based on the National Strategy, and that pupils achieve very well as they progress through the school. Good examples show how effectively pupils use their basic skills of reading and writing in other subjects such as history and geography for example. However, planned opportunities for pupils to practise their skills in other subjects, particularly in numeracy, do not form part of the school's overall planning. While pupils in Years 3 to 6 are taught in mixed age classes, due to an imbalance in numbers and lack of teaching spaces, the arrangements for teaching pupils in groups organised by ability for literacy and numeracy are successful. The provision is good because curriculum planning is covered in a two-year rolling programme of work that ensures that pupils have a relevant range of learning opportunities that meets their needs. Half-termly, weekly and daily lesson plans are thorough and provide a framework to the curriculum, enabling teachers to make sure the pupils achieve appropriately. Co-ordinators have access to teachers' plans and English is effectively monitored and evaluated. However, there is no system for other co-ordinators to monitor and evaluate plans and provide regular feedback to support and improve the implementation of subjects. Weaknesses in the planning of design and technology mean that, while the school uses the nationally recommended scheme of work, there is no clear plan of how the pupils' designing and making skills will be systematically developed as they progress through the school.

24. The provision for special educational needs is good. All pupils with special educational needs have full access to all subjects and this assists their progress. The special educational needs assistants ably support the special educational needs co-ordinator, and together they make good provision when pupils are given additional support in literacy and numeracy. Arrangements are making an impact because the overall strategy for addressing pupils' specific needs has a well co-ordinated approach.



25. Individual educational plans are up to date. They are detailed in terms of, for example, the targets to be achieved, achievement criteria, strategies, resources and the level of support. There is regular monitoring of the quality of the individual education plans and the way teachers use them. The school works hard to develop its arrangements with support agencies.

26. The provision for pupils with special educational needs has continued to improve since the last inspection.

27. The school provides well for the pupils' personal, social and health education within the context of the school's Christian ethos and a successful 'Healthy Schools Initiative'. The rigorous curriculum includes drugs education and programmes of work related to helping pupils to keep physically and intellectually healthy. Group work called 'circle-time' is successfully complemented by personal and social development lessons. It provides effective opportunities for pupils to explore their ideas and concerns. The requirements for sex education are met and governors have determined a broad and appropriate programme for pupils. The provision for extra-curricular activities is very good and significantly enhances the curriculum. Sport, orchestra, recorder groups, guitar, art clubs and a sign language club form part of the varied and interesting range of learning opportunities. The school's links with the wider community have improved since the last inspection and are a strength of the school. An extensive range of educational visits and visitors to the school, involving local churches, businesses and places of historical and environmental interest, enhance the curriculum and contribute to pupils' attainment and personal development. The school orchestra plays at local events and pupils are involved in activities within the community that include music, drama, poetry, the environment and charitable fundraising. A number of community groups use the school facilities out of school hours and the headteacher and governors are currently discussing ways in which this use might be extended.

28. Relationships with other schools are satisfactory. There are good links with local pre-school groups and with Priory School, to which the majority of pupils transfer. Links with other primary schools are less well established, although the headteachers meet regularly and there is some joint curriculum planning.

29. Overall, the provision for the pupils' spiritual, moral, social and cultural development is good. Provision for the pupils' spiritual development is very good. Opportunities are given to pause and reflect on special events during the school day. For example, children in the reception classes were enthralled by story-telling and pupils in assemblies listen to and participate in musical activities with enthusiasm. The programme of 'circle time' provides pupils with opportunities to reflect on their own attitudes and behaviour and is a valuable opportunity for them to think about what effect their actions have on others. Acts of collective worship meet statutory requirements in full. Themes, such as friendship, are explored in assemblies, and make a significant contribution to the pupils' spiritual development.

30. Provision for pupils' moral development is good. There are clear school rules that are known and understood by pupils. They are positive, easy to understand and focus on the importance of living collaboratively and of being self-reliant and responsible. Teachers and support staff provide good role models, for example, in the way they work closely together, their calm manner and willingness to listen to pupils when resolving disputes. The personal, social and health education programme helps pupils cope with situations which they might find difficult to cope with on their own and teaches them that sharing problems is helpful.

31. Provision for pupils' social development is very good. In lessons they learn to co-operate, to consider the needs of others and to work in a group. They are also encouraged to learn independently. There are good opportunities for pupils to offer opinions and to listen to

those of others, as well as to develop a social conscience through discussion on topics such as re-cycling and the environment. No instances of inappropriate behaviour or harassment were observed. Pupils understand school rules well and respect the 'golden time' initiative.

32. There is satisfactory provision for the pupils to study their own culture and, to a lesser extent, other cultures. Work in history, e.g. Tudor music, food and lifestyles, geography, e.g. Barnaby Bear visiting and comparing climate, housing and the environment in other countries, and the study of other faiths in religious education, are good examples. Pupils learn about art and music from cultures other than that of Western Europe, e.g. Aboriginal art. However, the school does not do enough to help pupils gain a better insight into the traditions and ways of life of a wider variety of ethnic cultures, an observation that was made at the last inspection.

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

33. The support and guidance which pupils receive, both formal and informal, are good and parents feel comfortable about approaching the school with questions and problems. The teaching and non-teaching staff know the pupils well and respond to their needs. The under fives and pupils with special educational needs and for whom English is a second language receive good support. The school has maintained the high standards in this area since the last inspection.

34. The school policies and procedures for promoting discipline and good behaviour are good and there is no evidence of oppressive behaviour. Policies and procedures for promoting health and safety and for dealing with child protection issues are good. Procedures for recording and monitoring attendance are satisfactory. Overall, procedures for ensuring pupils' welfare are good.

35. The procedures for monitoring and recording pupils' personal development are informal and unstructured, but the school plans to develop these as part of the on-going 'Healthy Schools' project.

36. Procedures for assessing pupils' attainment and progress are good. Basic assessments are used as soon as the youngest pupils enter the school to identify their specific learning needs, including special educational needs. National Curriculum tests for seven and eleven year olds as well as non-statutory tests in Years 3, 4 and 5 are used to build up an overall picture of pupils' progress throughout the school. The school is analysing pupils' attainment to set clearer group and individual learning targets for pupils, for instance, in writing. The school has much useful information on pupils, and the use of these records clearly highlights what they need to do next in all areas of their work. Systematic use of information, in English and mathematics, enables the school to give more focused support to pupils to enable them to make good progress. The school continues to refine its arrangements for assessment, notably in the recording of pupils' progress in writing. The school has improved the overall use of assessment and monitoring since the last inspection despite some shortcomings in assessment of the non-core subjects.

37. There are sound procedures to monitor and support the personal development of pupils. The school maintains personal profiles for all pupils, and these are usually kept up to date. Teachers' knowledge of individual pupils is good. The school develops the personal attributes of pupils so that they become increasingly self-confident and independent.

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

38. Overall, the partnership with parents is very good and is a strength of the school. Parents who responded to the pre-inspection questionnaire and who attended the parents'

meeting have very positive views of what the school provides and achieves. Parents believe that they are well informed about how their children are getting on and that the school works closely with them.

39. There is effective communication between the school and parents, with information provided through regular newsletters, parents' meetings and annual reports. Pupils' annual reports have improved since the last inspection. They now provide detailed information about pupils' attainment and progress as well as individual targets and useful information about personal and social development. There is also a mid-year reporting process that is much appreciated by parents. There are good communications between the school and parents of pupils with special educational needs. Parents also know that they can discuss issues informally with staff. However, the annual governors' report to parents does not meet statutory requirements. It does not contain information about progress of the post-inspection action plans, a full financial statement, nor sporting aims and achievements.

40. The school makes successful efforts to encourage parental involvement in the school. A good number of parents help out with reading, in the classroom and on school trips. There is a very supportive 'Friends of the School' group that arranges social events and raises a significant amount of money to supplement school funds. Parents make a good contribution to supporting their children through homework, especially with reading throughout the school. Overall, the impact of the parents' contribution to the life and work of the school is very good.

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

41. As at the last inspection, the school is led and managed well overall. The headteacher provides good pastoral care and secure educational direction for the school. He is respected by staff, governors, parents and pupils and has maintained the high staff morale and ethos of working together towards improvements since the last inspection. The school has improved standards overall since the last inspection and continues to be well placed for further improvements.

42. There is a strong commitment to good relationships throughout the school and to equality of entitlement for all pupils and staff. Staff are hard working and the quality of teaching of the established staff is of a consistently high standard. This has meant that when all their efforts are directed into raising standards, such as in English, there is significant improvement. The school development plan is targeted at appropriate areas for improvement although there is room to improve the overall strategy for prioritising the work of the school and considering the effects on pupil achievement across the curriculum. For example, because of the hard work put into developing English, other subjects such as information and communication technology, and design and technology have developed more slowly. In these cases, pupils' skills have been insufficiently developed to consistently meet national expectations.

43. The headteacher is well supported by his deputy and, increasingly, by the staff. They are given appropriate training and support in developing their areas of responsibility all linked to the priorities in the school development plan. Subject co-ordinators are in place for all subjects and they all have a general awareness of what they need to do to improve their areas. There have been improvements in the way co-ordinators monitor their subjects since the last inspection although some have not yet had the opportunity to observe lessons sufficiently to inform whole school development. Some co-ordinators have been able to gain detailed knowledge of their subjects through analysis of pupil's work and lesson observations. This monitoring has not been consistent for all subjects, which has meant the school does not have a clear enough picture of what the curriculum looks like as a whole from the pupils point of view. Where there has been careful and regular monitoring of teaching and learning,

through test results and lesson observations, standards have improved. The school has set targets, which are on line to be achieved over the next two years. They are based on sufficiently detailed analysis of achievement in core subjects and take account of the differences in year groups over time.

44. The governing body is very supportive of the school and contributes to the positive and caring ethos. There are suitable committee structures and governors are willing to offer their skills for the good of the school relying on the headteacher for guidance and information. With many governors new to the school it is an opportune time to extend their role to independently gain an understanding of the strengths and weaknesses and to make a more positive contribution to deciding priorities for development and shaping the direction of the school. The legal requirements are not met in aspects of the annual governors report to parents or in information and communication technology or design and technology.

46. The financial administration and control is efficient. The day-to-day management is good, including use of new technologies. The headteacher, administrative officer and chair of finance committee have clear arrangements to monitor spending. Governors have been careful to consider the financial implications of long-term developments such as improving the building and investing in computers. They do not yet make more informed decisions about the effectiveness of spending including making comparisons with spending of other schools although they adhere to the principles of best value.

47. The provision for pupils with special educational needs is good. The school has good procedures and systems to ensure that it has complied with the Code of Practice for special educational needs, and has firm arrangements in place to take account of the recent changes in the statutory code. Particularly effective is the provision for those pupils with statements of special educational needs. The special educational needs assistants ably support the special educational needs co-ordinator, and together they make good provision when pupils are given additional support in literacy and numeracy. Arrangements are making an impact because the overall strategy for addressing pupils' specific needs has a well co-ordinated approach. Individual educational plans are up to date. They are detailed in terms of, for example, the targets to be achieved, achievement criteria, strategies, resources and the level of support. There is regular monitoring of the quality of the individual education plans and the way teachers use them. The provision for pupils with special educational needs has continued to improve since the last inspection.

48. There are sufficient numbers of teaching staff to meet the demands of the curriculum and this is enhanced by the good number and quality of support staff. All staff work closely together and this makes a significant contribution to the well being and learning of pupils. Staff new to the school feel well informed and quickly settle into the well-ordered routines and become part of the team. The administration of the school is efficient and the office staff provides a personable and professional service. The school is well maintained and reflects the pride everyone has of the school in the community.

49. The school makes good use of all available space. The accommodation at present is cramped but this does not affect the quality of learning and the school has plans to improve the size of the building. Recent developments of a well-equipped ICT suite have had a significant impact on the quality of teaching and learning in the subject. The newly fitted out library area is well used for literacy and maths teaching and makes a useful space for group work. Resources for the school are good for English, mathematics and the Foundation Stage. The school has yet to purchase key equipment in control technology to enable the full curriculum to be taught.

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

1) Raise standards achieved by pupils in information and communication technology and design and technology.  
(paragraphs 7,23,49,89,93,102)

2) Involve the governors more in shaping the direction of the school, and in planning and prioritising its development.  
(paragraphs 42,44)

3) Evaluate the effectiveness of the actions taken to improve the school by co-ordinators, the headteacher and governors so that all subjects are developed at a suitable pace to improve standards further.  
(paragraphs 23,43,71,88,97,114)

Other issues which should be considered by the school:

Improve the awareness of pupils of the multi-cultural diversity of society  
(paragraph 32)

Ensure the Governors Annual Report to Parents meets statutory requirements.  
(paragraph 39)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	17	32	21	4	0	0
Percentage	5	22	41	27	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### 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)		334
Number of full-time pupils known to be eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		30

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	11
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	5.2
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	20	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	21
	Girls	19	19	19
	Total	39	37	40
Percentage of pupils at NC level 2 or above	School	93 (86)	88 (86)	95 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	18	19	19
	Total	37	40	40
Percentage of pupils at NC level 2 or above	School	88 (86)	95 (84)	95 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	20	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	22
	Girls	20	20	20
	Total	40	38	42
Percentage of pupils at NC level 4 or above	School	91 (85)	86 (82)	95 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	10
	Girls	10	8	10
	Total	21	18	20

Percentage of pupils at NC level 4 or above	School	95 (85)	90 (82)	91 (90)
	National	72 (70)	74 (72)	82 (79)

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



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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	331
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	25:1
Average class size	31

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

Total number of education support staff	12
Total aggregate hours worked per week	166

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	2001/2002
	£
Total income	589,793
Total expenditure	576,159
Expenditure per pupil	1,770
Balance brought forward from previous year	26,456
Balance carried forward to next year	40,090

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

### **Questionnaire return rate**

Number of questionnaires sent out

258
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Number of questionnaires returned

129
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### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	3	1	0
My child is making good progress in school.	60	36	3	0	2
Behaviour in the school is good.	60	39	0	0	2
My child gets the right amount of work to do at home.	43	45	9	3	0
The teaching is good.	64	32	0	0	4
I am kept well informed about how my child is getting on.	47	41	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	74	20	2	3	1
The school expects my child to work hard and achieve his or her best.	74	21	3	0	2
The school works closely with parents.	48	44	7	1	0
The school is well led and managed.	74	22	2	0	2
The school is helping my child become mature and responsible.	65	29	2	0	4
The school provides an interesting range of activities outside lessons.	25	49	15	2	9

## **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**

50. The curriculum for children in the Foundation Stage of learning is good. It provides good breadth and balance and is well planned to enable children to develop the necessary skills towards achieving the Early Learning Goals. There is good emphasis on practical and play activities, which make a positive contribution to the development of independence skills. The curriculum offers a balance of activities, which effectively meets children's individual needs.

51. Provision for children in the Foundation Stage has improved since the last inspection. The quality of teaching and learning is now at least good in all areas of the curriculum. Although the development of the new secure outdoor area is not yet complete, teachers make good use of the hall and corridors to enhance learning experiences. The well-planned curriculum takes careful account of national recommendations for children in the Foundation Stage. Children start school on a part time basis at the beginning of the year in which they have their fifth birthday. They become full time as the term progresses. At the time of the inspection forty-nine children were accommodated in two classes, one of which contains Year 1 pupils. Most children have experienced some sort of pre-school provision. The very good induction procedures, which include parental visits and liaison with pre-school playgroups and nurseries, mean that children soon feel secure; this enables them to settle quickly into their class routines. The high emphasis that the school places on the teaching of communication, language and literacy enables children to gain access to all other areas of the curriculum. They are well prepared to start the Programmes of Study of the National Curriculum for Key Stage 1.

52. Baseline assessment shows that children enter school with broadly average levels of attainment in all areas of learning, although personal, social and emotional skills are well developed. However, for a significant minority, attainment is above average in most areas of learning when they start school. This is a similar picture to baseline assessments in previous years. All children achieve well, including the more able as well as children with special educational needs. By the time they move into Year 1 attainment for the majority of children is above average in all areas of learning.

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

53. Children have very good opportunities to develop their personal, social and emotional skills. In developing their independence skills, they select their own activities during planning time, then record their name on the notice board. Because skills are well taught they dress and undress independently and leave their belongings in a tidy pile. They say 'Please' and 'Thank you' unprompted when responding during registration, although occasionally opportunities are missed to reinforce this during milk time. Because stimulating and exciting activities are the norm, children are eager to participate and they concentrate for considerable lengths of time. The very high quality of relationships is evident throughout and children know their contributions will be highly valued. This was very evident during a very good physical education lesson when a child performed a forward roll for the first time, much to the delight of the teacher.

54. Because the quality of teaching is very good in this area of learning, children are becoming confident participators in lessons. There are good opportunities for children to explore their own feelings and those of others. As an example, children listened with sheer

delight during an excellent re-telling of the story of The Lost Sheep, then described how it would feel to lose something special. Teachers have high expectations of behaviour, and children know the difference between right and wrong and share and take turns amicably.

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

55. Because the quality of teaching is good in the area of communication, language and literacy, all children make rapid gains in learning. Teachers work hard to develop speaking and listening skills and most children speak clearly, and at the same time use correctly constructed sentences. Subject specific words are carefully introduced and good questions actively encourage children to use them. Therefore children's command of language and their confidence in using it is growing rapidly. Teachers tell stories and sing songs dramatically, and children often change their voices to suit the characters because teachers are good role models. A love of books is fostered from the start and children can often be seen in the Library corner. They predict what the contents of their books might be by looking at the front cover, and enjoy talking about their favourite stories. Children take books home frequently and both parents and teachers comment on the progress made. Individual learning targets often included reading, although these are not always referred to. By the time they move into Year 1 the majority of children read simple books accurately. Phonic skills are systematically taught and the learning of letter sounds is made enjoyable through the use of comical pictures to accompany letter shapes; these are often further reinforced through songs and rhymes. Consequently children are beginning to incorporate their knowledge of sounds into their writing. Frequently used words are introduced carefully and are available as prompts, and more able children often incorporate these into simple sentences. Children soon learn to control pencils and form letters correctly because handwriting skills are well taught.

### **Mathematical development**

56. Children make good progress in developing their mathematical skills, so that by the time they enter Year 1, attainment is above average. They sort objects by shape, colour and size, and then arrange them in correctly sequenced patterns. Teachers use money games and shopping activities effectively, which enables children to practise counting skills, as well as re-inforcing their understanding of money values. During a good lesson in the Reception/Year1 class children used well developed counting and number recognition when joining in with a Year 1 game; they counted how many bricks they could fit together, and how many times they could skip, whilst timing themselves using an egg timer. Following a good lesson on shape, children named common shapes such as circles, squares and triangles then reinforced this knowledge by making them with playdough. By the time they enter Year 1 children are using well-developed skills to solve simple addition and subtraction problems. Teachers make good use of opportunities to reinforce children's learning, as was seen during registration when those present were carefully counted and recorded. Their knowledge of positional words such as 'under', 'over', and 'in front of', is often reinforced during physical education lessons.

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

57. Because teaching is good children make rapid gains in learning in their knowledge and understanding of the world around them. For instance, in learning about weather patterns, they find the appropriate pictures and words each day for the weatherboard. They name different kinds of sea creatures such as crabs, dolphins and starfish and, because they are often introduced to events in history, know that the Great Fire of London started in Pudding Lane. They sort materials by their properties such as wood, plastic and metal and use the computer with increasing confidence to draw pictures and match numbers and letters,

because skills are systematically taught. Most children talk confidently about where they live and their families and name some important buildings in their community. They use well-developed manipulative skills when using large and small construction kits and, in caring for the environment around them, plant seeds, and know that they need light and water to survive. Because religious education has a prominent place in the curriculum, children recall Bible stories, and good explanation means that they are beginning to link these stories to events in their own lives.

### **Creative development**

58. The quality of teaching and learning is good in the area of creative development. Children take great delight in singing songs and rhymes from memory, and often use actions and facial expression spontaneously to enrich their performance because teaching is often inspired. They demonstrate good control of mark making tools such as pencils and paint, and include well-positioned facial features because they look at their own faces in the mirror as a guide. Although children are introduced to ready mixed paint at an early age, there are insufficient opportunities for children to mix their own, or to select the size of brush or the shape of paper for their pictures. Children happily participate in role-play in the home corner and act as 'policemen' during outside activities. They cut and stick with increasing dexterity because there are frequent opportunities to practise, and listen carefully and respond enthusiastically to music such as that of the Toy Symphony at the beginning and end of Assembly. Following a religious education lesson on 'Jonah and the Whale', careful teaching by the nursery nurse enabled children to develop weaving techniques when producing a collage to depict the sea.

### **Physical development**

59. Good teaching enables children to make good gains in learning in the area of physical development. This ensures that by the time they enter Year 1 their attainment is above that expected. Although not yet completed, good use is made of the secure outside area when children learn to steer and control wheeled toys with increasing dexterity. Very good teaching was seen during two lessons in the hall. Children set out and put away equipment and, because teachers emphasised the need for care, they do this safely and responsibly. Clear instructions and explanations enable children to rapidly reinforce their skills in hopping, running and jumping, whilst showing a good awareness of the need to use space effectively. Because learning is fun children joyfully participate. Skills are taught well, as was demonstrated when children successfully completed a forward roll. Good demonstration by both teachers and children further enhance learning. In one very good lesson the teacher drew the children's attention to the effects of exercise on their body by feeling their heartbeat. However, one lesson was timetabled between two assemblies and there was insufficient time to develop the lesson opportunities.

60. The quality of teaching in the Foundation Stage is good overall and is sometimes very good and occasionally excellent. This is a considerable improvement since the last inspection. A strength is the good teamwork to which all are encouraged to contribute. The newly qualified teacher feels well supported and has made a secure start to her teaching career. Very high value is placed on relationships and the contribution of the well-informed support staff is highly appreciated. Careful planning, aimed at addressing the needs of all children, provides a secure framework for future learning. Planning is continuously assessed through regular meetings and changes are made in the light of findings. Nevertheless there is not enough emphasis on the needs of the more able in some activities. All staff are clear about what is expected of them. The high quality of their knowledge and understanding of young children's needs contributes significantly to their good rates of progress. Although the well-informed Foundation Stage leader monitors planning and offers help and guidance, her

role does not yet include a planned programme for the monitoring of classroom teaching and learning. Nevertheless she has a clear vision of what needs to be done next and the potential for improvement is good.

61. Provision for and use of assessment are good. Baseline assessment is used effectively to group children by ability, and ongoing assessment of both academic and personal development is thorough and is used well to plan future learning. The quality and use of resources are good and well-organised classrooms provide a rich learning environment. Good use of visits and visitors further enrich learning opportunities. The high quality of teaching and relationships, together with an exciting learning environment, clearly sets the scene for high quality learning.

## **ENGLISH**

62. Standards in English have improved since the previous inspection and, while standards are typical for seven year-olds; eleven year-old pupils are attaining above average standards overall. The main reasons for these good standards are the good and often very good teaching in English and the highly focussed development of literacy within the school. Results in the 2001 tests for seven year-olds were well above the national average and the average of similar schools in reading. In writing, results were above the national average and in line with those attained by similar schools. The marked rise in results in reading from 2000 to 2001 is largely due to, both the ability of the group of pupils who took the test, and the school's identification of the need to improve pupils' reading. Pupils' achievement is good in English and they quickly learn new things, applying what they know to a range of situations. Results of eleven year olds in 2001 were well above the national average and the average of similar schools. The inspection findings generally reflect the test results. Although the majority of seven year-olds are reaching average standards overall, standards in speaking and listening and reading are above average. In writing, standards are mainly typical for this age group but a significant proportion are attaining higher than average standards.

63. Pupils speak well and listen attentively to their teachers and each other. Pupils in Year 2 often talk in sentences because teachers are skilful at asking questions that demand more than one-word answers. They enjoy listening to stories and when discussing their work or play with each other listen and offer suggestions that move the conversation forward. With successful teaching, and an emphasis on the development of vocabulary to use in their talk, pupils' achievement is good. Speaking and listening skills are at least above average and a significant proportion of pupils, particularly high attaining pupils are attaining standards that are well above average. For example, in one literacy lesson in Year 6, pupils were keen to discuss their work, explaining the books they were reading using technical language and telling examples to explain the different genre of texts. They referred to each other's ideas in interesting ways.

64. Standards in reading are above average throughout the school as a result of careful teaching of a range of strategies to help pupils to read, including individual letter sounds, the sounds of groups of letters and the ability to pick out clues from the text about the meaning of particular words. This is one of the school's strengths. Regular practice of reading helps the pupils throughout the school to practise what they have learned in literacy lessons. By the end of Year 2, pupils read a good range of interesting texts in addition to their reading books. They have secure knowledge of letter sounds that they confidently use. For example, in one lesson the teacher skilfully asked probing questions to help the pupils explain the impact the characters have on the plot of 'The Stone Lion', the text the class is reading. Pupils read the text with expression and good attention to punctuation as they read. By the end of Year 6, the pupils are proficient readers who enjoy a broad range of authors. Low attaining pupils are reaching standards close to those expected for their age group. High attaining pupils enjoy a

range of genre and can explain their preferences using examples from the texts that they have been reading. They understand the impact of characters on the plot, readability and interest of books and thoroughly enjoy reading the work of a range of authors, including poets.

65. The school has worked hard to raise standards in writing, following an analysis of the pupils' test results and work. They are above average for Year 6 pupils. Standards in writing are generally average in Year 2, although a significant proportion is attaining above average standards. Pupils are mainly able to write in sentences and write a story in a sequence. Simple spellings are generally correct and the language used in the stories is becoming interesting as pupils gain confidence and progress well in using adjectives and adverbs in their stories. One group of pupils in Year 2 wrote a carefully constructed sequence about making a cracker mobile, showing that they could write instructions. Achievement is good because teaching is well planned to meet the needs of all pupils, including those with special educational needs or who speak English as an additional language. By the end of Year 6, pupils are mainly confident writers who use adjectives effectively to enhance their writing. For example, in one high attaining pupil used a captivating start to writing about fear with 'The rustling wind does not help the fact that I am scared!' They spell well and have a good sense of audience. Low attaining pupils and those with special educational needs are well taught and supported within the teaching groups for different abilities. They have work well targeted to their needs and while their attainment in writing is sometimes below average they achieve well, work hard and enjoy their lessons.

66. The standard of handwriting is good overall and another strength of the school. Pupils are taught to write in a neat joined handwriting. Letters are carefully formed and by Year 6 most are developing their own individual clear style. This means work in English and writing in other subjects is well presented. Some of the lower attaining pupils do not always transfer what they have learned in handwriting lessons to their written work.

67. Teaching is good overall and it is never less than satisfactory. This is an improvement from the previous inspection where there were some weaknesses in teaching at Key Stage 2. Evidence of very good teaching in Year 2 has a significant impact on pupils' achievement. The very good and outstanding teaching in Years 4 and 6 enhances how basic skills are taught in the lessons for ability groups in Years 3 to 6. Planning is effective and where possible information communication technology is used as a tool to enhance the pupils' learning in English. Lessons are well prepared and organised and, as a result, pupils know what is expected of them and they work hard. Teachers have a good understanding of the English curriculum and this enables them to provide challenging work for all groups of pupils. In the best lessons, very effective methodology motivates pupils to concentrate and think and learn for themselves. For example, in Year 2 successful use of literacy partners provides pupils with the opportunity to discuss and evaluate their work with one another. Pupils' involvement in constructing criteria for writing a 'good' sentence means that they are beginning to check their writing more carefully. The few shortcomings in teaching were related to undemanding tasks or too much direction from the teacher that limits progress, particularly of the high attaining pupils.

68. The English curriculum is broad and balanced and planning provides a successful framework for teaching reading and writing. Drama is not yet a regular part of weekly lessons but the school is involved in major productions and drama is used as part of the practice sessions. The National Literacy Strategy has been implemented effectively and the four-part lesson is fully in place. Pupils apply their skills of reading and writing in other subjects. A good example of this is the well-written accounts of the lives of Tudor Kings and Queens, in Years 5 and 6. However, this is not yet a planned element of the English curriculum. The subject is very well led and the co-ordinator provides a good model of literacy teaching for other teachers. Monitoring and evaluation are thorough and information

from the broad range of assessment procedures is used to set targets for individual pupils and year groups and develop and enhance the curriculum. The several levels of assessment now need to be rationalised to make them less time consuming. The school has an appropriate plan for future developments to further raise standards and boost pupils' attainment.

## **MATHEMATICS**

69. Standards have improved since the last inspection. There has been significant improvement in the progress made by pupils in Years 5 and 6. At the last inspection progress for these pupils, especially for the higher attainers, was unsatisfactory. Achievement is now good for most of the current pupils in these years because of the quality of most teaching, the effective implementation of the National Numeracy Strategy, improved resources and a sharper focus on planning. Standards are now above average by the time pupils leave the school.

70. The results of the National Curriculum tests at the end of Key Stage 1 in 2001 were above the national average, and above the average for similar schools. This represents consistent improvement when compared with the above average standards recorded in the last inspection report. Both girls and boys do better than the national averages. Evidence from this inspection indicates that the present Year 2 cohort is reaching the standards beyond that expected nationally. Teaching remains, as it was at the last inspection, never less than sound and much of it good.

71. The results of the National Curriculum tests in 2001 at the end of Key Stage 2 were above the national average, but below the average for similar schools. Both girls and boys do better than the national averages. Standards for the higher attaining pupils are still not as they should be. Too few go on to attain the higher Level 5 in the statutory tests. This is because the school has yet to give mathematics the same priority, including of that of time, as English. The quality of most teaching is good, an improvement on the last inspection, especially through teachers' implementation of the National Numeracy Strategy. The use of information and computer technology in mathematics is developing well and has also improved since the last inspection. For example, older pupils analyse data and produce graphs. They collate and compare data manually and using the computer.

72. The provision for pupils with special educational needs is good overall and they make good progress in their learning. A large number of classroom support assistants, and others, provide teachers with good support and, make a valuable contribution to the pupils' progress.

73. Scrutiny of pupils' work demonstrate that pupils in both key stages undertake an appropriate range of work on number, data handling, space, shape and measures, and tackle a sufficient range of problems involving investigation during the course of a year. Pupils in Year 1 recognise the doubles of numbers up to five, with the higher attainers working to ten. They identify one more or one less than a given number, and estimate how many cubes can be joined at any one time. Pupils in Year 2 partition numbers to hundreds, tens and units. They identify the next numbers in a number pattern and understand simple Venn diagrams. They also know time in terms of half past, with the higher attainers knowing the quarter past and quarter to the hour. In Year 3 most are able to 'round up' and know strategies to add  $9 + 15 + 4$  or  $20 + 9 + 16$ . In Year 4 pupils are comfortable in using partitioning to solve number problems. In Year 5 pupils have good mental skills, with all able to calculate  $2 \times 18$  and recognise decimal and fraction equivalents. In Year 6 all pupils know that with two pairs of co-ordinates of two points (one a reflection of the other) they can find the mirror line. They multiply 2 and 3 digit numbers by 10, 100 and 1000 and estimate and measure accurately. The lower attaining pupils convert from centimetres to metres while the higher attaining pupils



convert mm to cm. The quality of pupils written work, including boys and lower attaining pupils, is above average.

74. The quality of teaching of mathematics throughout the school is good overall. It is often very good. Teaching groups are arranged effectively to reflect the attainment of pupils. Expectations are high in terms of listening and presentation. From an early age, pupils are encouraged to develop independence and to work collaboratively. Pupils are managed effectively with praise and encouragement. Most teachers create a purposeful atmosphere for learning. Teachers' knowledge of the National Numeracy Strategy is good, and they plan interesting and relevant activities, using useful aids. Effective use is being made of new resources, a significant improvement since the last inspection. Teachers make good use of example and move lessons along at a brisk pace. They plan lessons well to include new learning and practise of skills learned earlier. Lessons have clear objectives, which are explained to pupils so that they know what they have to do. Support staff are deployed effectively and make a good contribution to learning, especially for pupils with special educational needs. Teachers reinforce learning with rigorous marking. Teachers tell pupils what they need to do to improve. Poor presentation is challenged. Standards of writing and drawing contribute to the quality of pupils' written work. Where teaching is unsatisfactory it is because the teacher has weak numeracy skills. Teachers do not consistently plan opportunities for numeracy work in other subjects.

75. Teachers try to involve pupils in their lessons rather than just instruct them about what to do. Consequently, pupils' attitudes to mathematics are good and they are enthusiastic about their learning. They invariably behave well. Pupils with special educational needs have individual education plans. Where applicable they have clear numeracy targets and areas for development and the work set is usually well matched to their needs. These plans are evaluated, and outcomes used, and pupils with special educational needs make the progress they should.

76. The co-ordinator is yet to monitor and evaluate pupils' learning and their work, as well as teaching. Better progress has been hampered because of this and the relative priority that has been given to the subject in comparison to English.

## **SCIENCE**

77. Standards in science are above average by the end of Year 2 and Year 6 and all pupils achieve well. This is largely due to the good quality of teaching throughout the school. Standards have risen since the last inspection, especially in Years 3 to 6. The results of the national tests at the end of Year 6 in 2001 were above the national average. The proportion of pupils achieving higher than expected levels for their age was average. When compared to schools with pupils from similar backgrounds, results were average, although the proportion of pupils achieving the higher level was below average. At the end of Year 2 the attainment of pupils based on assessments by teachers was above average, and the proportion of pupils reaching the higher level was well above. When compared to similar schools results were average and the proportion of pupils reaching the higher level was above average. Results over previous years show a steady rise, in line with national trends. There is no significant difference in the attainment of boys and girls. Teachers are keen to provide pupils with opportunities to carry out practical investigations as often as possible. As a result pupils clearly enjoy science lessons.

78. Teaching is mainly good, and occasionally very good, for five to seven year olds and all pupils achieve well. As an example, very good teaching during a Year 2 lesson enabled pupils to make sensible predictions about which materials might be waterproof. They looked closely at the texture through a magnifying glass then tested their predictions and recorded

their answers in a scientific manner. As a result of good questioning during a Year 1 lesson on forces, pupils were able to identify a range of objects which could be pushed or pulled, and knew that they could not stop some forces, such as the wind. By the end of Year 2 pupils have a good range of scientific vocabulary, because this is systematically taught, and they use it to explain their work. For instance, pupils use words such as transparent and opaque to describe the properties of materials.

79. The quality of teaching and learning is mainly good in Years 3 to 6. Pupils build successfully on what has gone before because skills are systematically taught. For example, pupils in Year 3 and 4 use previous learning to conduct experiments to test the strength of materials, such as paper. Very good, sensitive teaching on the need for a healthy diet enabled pupils to give the contents of various lunch boxes a star rating on a scale of one to five. As part of their homework, pupils kept a diary of their food intake over a week and were already beginning to make sensible suggestions on how to improve their diet. In further developing their knowledge of food groups, pupils in Years 5 and 6 evaluate food content by looking closely at the labels on food packages, and they use words such as calcium, carbohydrates and protein to record their findings. Pupils show a secure understanding of the solar system and how motion can be affected by gravity and magnetic attraction. Throughout the key stage pupils have a good understanding of what constitutes a fair test, and the way in which pupils record scientific investigations shows a good understanding of scientific principles. Although most pupils achieve well, this slowed considerably in one unsatisfactory lesson, which was taken by a temporary relief teacher, because pupil management was insecure, whole class teaching at the beginning of the lesson was too long, and there was insufficient challenge.

80. Pupils usually behave well in science lessons because they are actively involved in the learning process. The very high quality of relationships means that pupils usually want to do their best. They take pride when presenting their work, and are eager to share their success with others because they know it will be valued. Because frequent opportunities are given for pupils to work collaboratively, pupils share ideas and listen to others' views and offer sensible comments. There is much encouragement for pupils to think for themselves and learn independently and pupils can be trusted to work unsupervised. The quality of their work reflects a sharp, keen sense of curiosity.

81. The quality of teaching is good overall. Teachers demonstrate good subject knowledge and understanding and regularly plan work together in teams. This usually results in planned activities that are well suited to the needs of all groups of pupils, including the needs of the different age groups within classes. Nevertheless in a minority of lessons, the needs of the more able are not always sufficiently planned for, a view also expressed by parents. Occasionally pupils are not stimulated and become passive rather than active learners. Nevertheless, most teachers know their pupils very well and plan activities that challenge and motivate. The well-informed classroom assistants play a vital role and are highly valued for their efforts, as is the support of parents in lessons. Teachers make very good use of resources to enhance learning and displays of pupils' work around the school show that it is valued. Although teachers use questions very effectively as a tool for assessment, they do not always take sufficient note of this knowledge when planning further work.

82. The school provides a rich science curriculum. All pupils are included in lessons, and those with special educational needs are well supported. The two-year curriculum plan, based on a nationally recommended scheme of work, is effectively meeting the needs of pupils in classes with more than one age group. Nevertheless the school is aware that some modification is needed to the planning of activities for different age groups and has appropriately identified this on their school development plan. It is pleasing to see that planning for skills starts in the Foundation Stage, and extends through to Year 6. This means

that pupils continue to learn skills progressively and systematically. Writing up of investigations helps in developing writing skills, and pupils use increasingly sophisticated tables and charts in developing numeracy skills. Although the science co-ordinator monitors plans and offers sound advice and guidance, her role does not yet include the systematic monitoring of teaching and learning within the classroom.

83. Assessment of national and school test results has brought about improvements to the teaching of forces, and the way in which scientific vocabulary is introduced. Higher attaining pupils in Year 5 have attended a science day at the local comprehensive school. Nevertheless, the school is not always sufficiently rigorous in monitoring the performance of all higher attaining pupils to ensure that their needs are fully met. Even so, the school appropriately records the progress of pupils as they move through the school. The school is aware that the use of information and communication technology to enhance the teaching of science is in need of further development. Very good use is made of visits and visitors, both in the immediate community and beyond, and the raising of pupils' awareness of environmental issues is frequently addressed. The quality and range of resources have improved since the last inspection and are now satisfactory. Pupils have frequent opportunities to enhance literacy and numeracy skills in science lessons, through written accounts, charts and graphs when presenting the results of their investigations.

## **ART AND DESIGN**

84. Overall, standards in art and design are above average for seven year-olds and eleven year-olds. The standard of drawing is above average in Year 2 and Year 6 and is one of the school's strengths. The achievement of all pupils is good and this marks an improvement since the previous inspection. Too few lessons were planned to take place during the inspection to make a secure judgement about teaching. However, the standard of pupils' work and their knowledge and understanding of the work of a range of artists indicates that teaching is generally good.

85. Pupils' achievement in drawing is very good and there are examples throughout the school of thoughtful and accurate pictures. For example, from lively drawing of figures in Year 1, pupils achieve well and by Year 2 they draw faces with a good degree of accuracy and sketches show thought and care. The standard of painting is good. In Year 1, self portraits motivated by the work of Van Gogh and photographs of the pupils' faces show how effectively pupils have explored ideas in pastels and paint. The paintings of African violets in one Year 2 class show detail and effective use of colour. In a Year 3 and 4 class, in addition to detailed drawings, paintings in the style of Kandinsky were of a good standard. Pupils in another Year 3 and Year 4 were successfully using their observation skills when evaluating the pottery of Clarice Cliff in preparation for the decoration of the plates they were making in pottery. They explored the style of the art of Aborigines to good effect when using a range of tools to print the shapes of different creatures. By the end of Year 6, drawing is very detailed. Good examples of this are found in the portraits of Tudor royalty, in the style of Holbein to complement a previous history project and the current exploration of the art of Ancient Egypt. Painting is sometimes hindered by the use of inappropriately thick brushes or too much direction about the type of paints the pupils use. Consequently the pupils often do not paint as well as they draw.

86. The two art and design lessons observed were very well organised and teaching was good. A broad range of media was used and pupils thoroughly enjoyed their work. For example in Year 1, pupils were excited about weaving and plaiting. In Years 3 and 4, the pupils had a good range of activities that challenged and motivated them. Pottery, painting and work with pastels captivated their interest and several pupils concentrated for a considerable time. While teachers' subject knowledge appears to be generally good, there is

some confusion between the skills pupils need to learn for art and design and, design and technology.

87. The art curriculum is broad and balanced and the pupils experience the use of a wide range of media such as pastel, pencil, clay and paint. Their work is enhanced by an investigation into the styles of a broad range of artists such as Clarice Cliff and Vincent Van Gogh. Art is used to support work in other subjects through very effective illustrations to highlight an idea particularly in history and geography. Sketchbooks are used throughout the school and some provide very good examples of the pupils' development in drawing or how pupils try out ideas before they begin their work. However, they are not consistently used to good effect for art in each class.

88. Subject leadership is sound but there are weaknesses. There is no system for monitoring the effect of teaching and learning on pupils' achievement in art and design. Consequently, there is no knowledge of the strengths and areas for improvement throughout the school. Assessment is too informal to provide helpful information about pupils' attainment and progress or how the art curriculum can be developed and improved. The nationally recommended schemes of work are used appropriately to support planning and some, but not all, teachers broaden out the ideas to meet the needs of skilful artists in each class. Teachers use art programs on the computer to create patterns and pictures. For example, in Year 2 lively patterns of colour were accompanied with the pupils' ideas of words describing the sounds the patterns would make. This also provides a successful link with English.

## **DESIGN AND TECHNOLOGY**

89. Few lessons were seen but evidence from an analysis of current and past work and the examination of teacher's planning shows that pupils' attainment is below average by the age of seven and also by the age of eleven. Standards have declined since the previous inspection due to the lack of attention given to overall planning and evaluation of outcomes for pupils against the national requirements. Pupils with special educational needs, in common with all others, make unsatisfactory progress because the teachers do not consistently and rigorously address the key designing and making skills as the pupils move through the school.

90. Provision in the subject has not improved enough since the last inspection when some of the same shortcomings were identified. The subject is not timetabled suitably for all classes and teachers' understanding of the design process is limited even though the school uses the nationally recognised programmes of work. Assessment remains unsatisfactory, as does the use of information and communication technology.

91. The younger pupils, using various materials, make wind-up mechanisms and puppets, moving vehicles and pictures. They draw plans of their work, but only the higher attaining pupils really evaluate their work. Older pupils make moving monsters and toys, money containers and slippers. They evaluate and modify their work but only in a cursory manner and their plans are of a poor quality. The quality of some pupils' finished products is sound, including working with clay, but most are underachieving.

92. The quality of teaching has not improved since the last inspection and remains unsatisfactory. Expectations are still too low. The subject makes insufficient contribution to the development of pupils' literacy and numeracy skills. The standard of pupils' written work is unsatisfactory, including their illustrations. Teachers do place correct emphasis on the standard of pupils' work in their sketchbooks, which is not well recorded.

93. Teaching and learning is not monitored. Overall, the quality of provision in design and technology is unsatisfactory because, as at the last inspection, there is no consistent approach to teaching across the school and there are no procedures in place to ensure that all pupils receive their curriculum entitlement. The standard of work, which pupils produce, is below average; they are not achieving as they should. The subject does not meet statutory requirements. The key area for improvement is to raise attainment by the age of 11.

## **GEOGRAPHY**

94. Standards in geography have improved considerably since the last inspection and are now above average by the ages of seven and eleven. The quality of teaching, which was judged to be unsatisfactory for seven to eleven year olds, is now good and all pupils throughout the school now achieve well. There is insufficient evidence to judge the quality of teaching for five to seven year olds. However, analysis of pupils' work, together with discussion with pupils and staff, indicates that it is at least satisfactory. The school has worked hard to improve provision since the last inspection. The scheme of work, which has been adapted using national guidelines, provides teachers with a secure structure, and geography topics are taught in much more depth. Pupils now have good opportunities to participate in practical investigations. These initiatives, together with teacher training, including a whole school geography week, have raised the status of geography in the curriculum and have increased teachers' confidence in teaching the subject.

95. In developing their knowledge and understanding of places other than their own, pupils in Years 1 and 2 follow the travels of a pretend bear. They pack suitcases with items suitable for holidays in countries such as Greece and Finland, and make comparisons about climate, homes and food with their own country. Pupils plot their journey from home to school, and talk about places of interest in their local area, whilst at the same time they make suggestions for improvements. Because skills are taught in a proper sequence, pupils in Years 3 and 4 then conduct traffic surveys to find the safest route to school, and decide whether some streets should be banned to traffic. During a good lesson in Years 3 and 4, pupils used the Internet to find out where their school was located in relation to other places, and used their well-developed compass skills to narrow down their search. Good questions enabled pupils in another good lesson to make valid suggestions about land uses, after studying photographs and street plans of their local area. By Year 6 pupils have a good knowledge of environmental issues. They compare and contrast the human and physical features of their own country with others less economically developed. During residential and local visits, pupils in Year 6 studied coastal features and looked closely at environmental issues such as the need to preserve the salt marshes as a unique habitat for wildlife.

96. Pupils enjoy geography lessons because teachers work hard to involve pupils in practical investigations. Because they are encouraged to reflect on their own learning, pupils make valid suggestions for improvement. The quality of relationships is always very high, therefore pupils want to give of their best because they know their efforts will be appreciated. Pupils are encouraged to share their work with others and they listen to others' opinions with interest. Teachers have high expectations of both work and behaviour therefore lessons proceed in a calm and orderly manner. Lessons are always well planned and prepared and teachers know the pupils well. Although the two-year programme caters well for pupils in classes with more than one age group, not enough thought is given to the diversity of needs within each year group. Teachers use questions well to assess pupils' learning and assessment activities are now more carefully planned, although the school acknowledges that more needs to be done.

97. Very good use is made of the local community in enhancing pupils' learning in geography. A culmination of the successful Geography Week was a flight from Bristol Airport

around the local area. Aerial photographs taken on the flight have enhanced the school's geography resources, which are now satisfactory. The enthusiastic and well-informed subject leader monitors teachers' planning and gives advice and guidance, although her role does not yet include a planned programme for the monitoring of teaching and learning in the classroom. The use of information technology as a tool for learning is developing.

## **HISTORY**

98. Standards, together with teaching and learning, have improved since the last inspection. They are now above average with teaching and learning good throughout the school. The majority of pupils achieve well, including those with special educational needs. Pupils have well planned opportunities to consider events in history from different viewpoints and the more extensive range of reference material is used well. The two year programme, based on national guidelines and the school's own initiatives, has been appropriately adapted to meet the needs of pupils in classes with more than one age group.

99. Because skills are taught in an appropriate sequence pupils develop a sense of chronology from an early age. This enables them to make sense of what they are taught. Stories from history are used well. As a result pupils in Year 1 are beginning to appreciate what life was like in a castle. In extending and reinforcing this knowledge and understanding, pupils in Year 2 listened to an account of the Battle of Hastings, then decided that William the Conqueror would need to build strong defences, such as motte and bailey castles. In a very good lesson seen, pupils very rapidly increased their knowledge of words associated with castles because the teacher systematically introduced and consolidated them. By the age of eleven pupils are beginning to form opinions on the causes and effects of events in history on civilisations. For example, they evaluate whether events in the lives of the ancient Egyptians were beneficial or otherwise. In studying the lives of the Tudors, they write accounts of the lives of the six wives of Henry VIII and give reasons for their demise.

100. Pupils usually enjoy history lessons. They remain focused on tasks and work harmoniously in small and large groups. They can be trusted to work unsupervised and they usually behave well. Lapses did occur in one unsatisfactory lesson because the temporary relief teacher was inexperienced and her management skills were insecure. The subject makes a good contribution to pupils' spiritual, social, moral and cultural development, and also to learning in other subjects. For example, pupils in Year 2 use well-developed mathematical skills to order events on a simple time line. Older pupils reflect on the moods and feelings evoked after listening to Tudor music, and use their well-developed art skills to produce detailed drawings of events and peoples in history. Literacy skills are reinforced through pupils' written accounts of events in history, and through the frequent opportunities for them to use reference books for research.

101. The quality of teaching is usually good throughout the school and occasionally it is very good. The one unsatisfactory lesson seen, in a Year 5/6 class, was the result of insecure management strategies. Teachers know the subject well and plan and prepare lessons carefully, and ask thought-provoking questions, which challenge pupils to respond. Nevertheless, teachers do not always plan for the needs of the more able. Resources are used effectively and lessons proceed at a fast pace. The well-informed and enthusiastic subject leader is keen to move the subject forward. She offers advice and guidance, although her role does not yet include systematic monitoring of teaching and learning in the classroom. Very good use is made of visits such as that to Berkley Castle and Glastonbury Rural Life Museum. The Internet is well used to research history topics. These enhance learning considerably. Although a start has been made on improving the quality of on-going assessment, the school acknowledges that there is room for improvement.

## INFORMATION AND COMMUNICATION TECHNOLOGY

102. The last time the school was inspected, standards throughout the school were below national expectations. Despite considerable investment in resources and staff training overall standards remain below average in the subject for pupils aged seven and eleven. The pace of development has been too slow since the last inspection to raise standards enough. However there are signs that the newly acquired teacher confidence in the subject has improved the teaching so that in lessons pupils gain skills rapidly and standards are rising. Evidence from teachers' planning, analysis of work, discussion with pupils and lessons observations indicates that standards in some areas have improved significantly to match the national standards but this is not consistent across all classes and so standards remain below that expected. This is partly because most are still catching up with skills not securely acquired earlier. The school has recently improved its provision for information and communication technology (ICT) with a new computer suite, although there are still gaps in resources for control technology in both key stages. This means that the curriculum does not yet meet statutory requirements. Planning in the subject has improved since the last inspection with very effective links with other subjects particularly literacy, numeracy, history, geography and art. As a result, pupils apply their developing subject knowledge effectively and gain greater ICT skills in a practical and meaningful context.

103. Year 1 pupils use a range of tools in drawing programs to create snowy pictures using a large brush, changing colours and effects. Younger pupils also form letters into characters linked to the phonic scheme, skilfully shaping the letters into recognisable shapes. Other Year 1 pupils show limited skills in dragging and dropping words around a picture of a troll as part of a literacy lesson indicating the inconsistency of skill development in the key stage. They also show limited independence in printing without the help of the teacher. Pupils in Year 2, however, demonstrate how quickly they can acquire new skills and apply them when the teacher has high expectations of them in a mathematics lesson, giving clear instructions and guidance to promote independence. In this lesson pupils were able to log on independently, select the program, entering data and editing the title before printing and closing down without help. As the work was printed there was an air of anticipation and excitement, which showed the motivation generated by the activity. There is, however, little evidence of pupils consistently developing their word-processing skills in either key stage.

104. Year 3 pupils are able to draw images of cars and fish for example, changing the colour and creating a spattered effect with paint for flowers and the sky. They have made posters, which show their skill in changing font size and colour, adding clipart pictures to good effect. In geography lessons Year 3 pupils show a suitable understanding of how to navigate around an Internet site to zoom in from small to large-scale maps when locating the school from a map of the British Isles. When Year 3 pupils have the opportunity to work with the subject co-ordinator they make excellent gains in knowledge and attain high standards in using bullet points and inserting a clip-art picture into instructions for making a milkshake. They show high levels of independence in this class to number sentences, change the scale of a picture and undoing the resizing when unhappy with the result. In Year 6 pupils were able to follow instructions to learn about a new program to help them make and interpret data in a graph although the pedestrian pace of the lesson meant some pupils became bored and did not pay sufficient attention and learning suffered. Other Year 6 pupils have shown appropriate skills to produce a newsletter with word-processed accounts and inserted digital photographs of a residential visit.

105. The quality of teaching has improved since the last inspection with all lessons at least satisfactory. Overall the quality of teaching in the subject is good. Where teachers are confident of their own skills they move lessons along at a prompt pace and expect pupils to learn rapidly, applying their new skills independently within the lesson. Teachers using the

computer suite are well organised and are gaining confidence with the new equipment. Their planning, often created with the support of the co-ordinator, is clear and focussed, showing objectives for the ICT and the linked subject. Teachers usually give clear explanations of what pupils need to learn and do. Teachers place high priority on developing pupils' skills across a range of programs and plan for them to work in pairs to support one another. They give frequent opportunities to pupils to discuss before answering questions, using the correct terminology and vocabulary. This enables all pupils to make good gains in learning including those with special educational needs.

106. The co-ordinator has a very good understanding of the subject and how it can be used to improve pupils' attainment across the whole curriculum. She has set out plans to raise standards through improving teacher's skills and knowledge and helping them to work more confidently with pupils. This has taken some time to achieve and coupled with the high cost of improving resources, spread over several years, this has slowed the improvement in standards. There is still some uncertainty in teaching the subject which is shown by the low targets set for pupils in ICT in Key Stage 1. The school is aware of the need to speed up the development of a suitable scheme of work, acquire all the resources necessary to teach the full curriculum and make sure the co-ordinator has sufficient time to monitor work and support colleagues further.

## **MUSIC**

107. The above average standards identified in the previous inspection have been maintained in both Year 2 and have risen to above average at the end of Year 6, marking an improvement. Music is one of the school's significant strengths and makes an important contribution to the pupils' spiritual moral and social development. Standards in singing throughout the school are high because teaching is often outstanding. In Year 2 pupils thoroughly enjoy singing and music making. They sing rhythmically and tunefully showing a good awareness of pitch and rhythm. The pupils change the style of singing to suit the words. They describe enthusiastically recent class-work and lessons and participate enthusiastically when asked to maintain a beat using percussion. The pupils' achievement is good and by the end of Year 6, they sing melodically and tunefully, listening attentively to small groups of pupils performing. They talk knowledgeably about how they can create musical effects using percussion instruments. The tuition provided by visiting specialists is a strength and recorder, guitar, string, brass, woodwind and choir further enhance the provision for older pupils. The orchestra is skilful and pupils of all ages enjoy listening to the choir in assembly.

108. Teaching is good and a key strength and motivates the pupils through a good range of methods, particularly when teaching singing. Challenging activities, such as the lesson in Years 3 and 4, when pupils worked hard to maintain the beat in 'Mosquito rap', ensures that they work hard at learning new songs and enjoy the music they create. Teachers' subject knowledge is good and they carefully plan lessons to extend the pupils' learning. Specialist teaching in singing and instrumental work is outstanding and has a significant impact on standards and the love of music throughout the school.

109. The music curriculum is broad and very well balanced. The nationally recommended scheme of work is successfully complemented by a published scheme to support the work of non-specialist teachers. Specialist teachers on the staff use their skills to very good effect in supporting teachers and extending pupils skills. Although pupils have an opportunity to play electronic keyboards and to tape record their music, the use of information communication technology to support the music curriculum has not been fully exploited. All pupils have an opportunity to play an instrument if they wish. Appreciation of music is an important feature of worship. In addition, the curriculum is further enhanced by the wide-ranging opportunities for



pupils to sing and play in the local community and beyond at functions and schools' music festivals. Pupils are rightly proud of their good reputation in the local area. The school provides very good opportunities for pupils to hear visiting musicians play when they visit the school. The co-ordination of music is at an early stage of development. Currently, monitoring and evaluation is informal and there are no systematic assessment of pupils' attainment and achievement.

## **PHYSICAL EDUCATION**

110. When the pupils leave the school at the end of Key Stage 2 standards in physical education are broadly average just as they are in Key Stage 1. Pupils make sound progress in gaining knowledge and skills during their time at the school. Pupils with special educational needs also make sound progress.

111. During the inspection a range of gymnastic and games activities were observed, as well as swimming for pupils in Years 3 and 4. In gymnastics pupils perform a series of balances, both on the floor and on the apparatus. They do this individually and in groups. They work with care, paying good attention to accuracy and precision. In games the younger pupils take part in passing, throwing, jumping and running activities. In swimming, most pupils achieve 25 metres by the time they leave the school.

112. The quality of teaching is sound overall. Teachers prepare themselves well for all lessons, and give good attention to health issues. High standards of discipline are maintained throughout lessons. Pupils know the lessons' objectives, which link well to previous work. Teachers make appropriate use of the accommodation and the time available to them.

113. Pupils enjoy physical education. They work hard to evaluate their own and each others' performance. They help each other such as when working in teams. Many benefit from a range of practice sessions and competitive fixtures. These take place after school, and include cricket, soccer and netball.

114. Standards of pupils' achievement have fallen since the last inspection, when they were reported as being above average. Overall management of the subject is satisfactory although there are too few opportunities for the co-ordinator to judge the impact of developments on standards. Progress has been satisfactory since then, with the maintenance and development of a broad and balanced curriculum, and a commendably wide range of extra curricular activities. Older pupils also benefit from participation in a residential experience where they have the opportunity to take part in activities such as archery and canoeing.