

INSPECTION REPORT

WHITCHURCH PRIMARY SCHOOL

Bristol

LEA area: Bath and NE Somerset

Unique reference number: 109073

Headteacher: Mrs S Tibbatts

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 2nd – 5th December 2002

Inspection number: 246862

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	22 Bristol Road Whitchurch Bristol
Postcode:	BS3 4QS
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Appropriate authority:	The governing body
Name of chair of governors:	Miss C Dyer
Date of previous inspection:	November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	Science Design and technology Information and communication technology Religious education Special educational needs	How high are standards? The school's results and achievements How well are pupils taught?
Mrs H Barter 9052	Lay inspector		How high are standards? Attitudes, behaviour, personal development and attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs J Walker 25461	Team inspector	English Art and design History The Foundation Stage	How good are the curricular and other opportunities offered to pupils?
Mr J Palethorpe 20671	Team inspector	Mathematics Geography Music Physical education Inclusion	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitchurch Primary School is situated on the main A37 south of Bristol. It is slightly smaller than the average sized primary school, with a total of 213 pupils on roll, with 109 boys and 104 girls. There are very few pupils from ethnic minority groups, and none have English as an additional language. There are 25 pupils on the school's register of special educational needs; as a proportion this is below the national average. One pupil has a Statement of Special Educational Need. Currently, 20 pupils are entitled to free school meals; as a proportion this is below average. Children enter school with standards that are average for the local education authority.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school. By the end of Year 6, standards in English, mathematics and science are above average. The teaching of key skills, particularly literacy and numeracy, is good. Pupils enjoy school and show positive attitudes to their work. Behaviour is good. The leadership and management of the headteacher and key staff are good. The school provides satisfactory value for money.

What the school does well

- By the end of Year 6, standards in English, mathematics and science are above average; standards in religious education, art and design, and design and technology are good and exceed expectations for 11-year-olds.
- By the end of Year 2, standards in reading, writing, mathematics and science are above average.
- Pupils' attitudes to school, behaviour, relationships and personal development are good.
- The provision for pupils with special educational needs is good.
- The provision for pupils' cultural and multi-cultural development is very good.
- The leadership and management of the school are good.

What could be improved

- Standards:
 - in gymnastics across the school;
 - in music by the end of Year 6;
 - in information and communication technology by the end of Year 2;
 - in science among more-able pupils by the end of Year 2.
- Pupils' attendance.
- Procedures for, and the use of, assessment in the non-core subjects¹ and reporting to parents on them.
- Complying with requirements for a daily act of collective worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school was previously inspected in November 2000 and judged to be underachieving. It has made good progress since then and has the capacity to sustain that improvement. Standards in English, mathematics and science and in the quality of teaching have improved. The management of pupils' behaviour is now good and the provision for children in the Foundation Stage has improved significantly. Links with parents have improved in most areas, but the school recognises that more still needs to be done. However, standards in music by the end of Year 6 and in information and communication technology by the end of Year 2 have not improved.

¹ Art and design, design and technology, geography, history, music and physical education

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
	2000	2001	2002	2002
English	E	B	C	D
Mathematics	D	B	B	B
Science	D	B	B	B

Key

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

Similar schools are those up with more than eight and up to 20 per cent of pupils entitled to free school meals.

Current inspection findings judge that, by the end of Year 6, standards in science are well above average, with those in English and mathematics above average. In information and communication technology, standards meet national expectations. Standards in religious education exceed the expectations of the locally agreed syllabus. In art and design, and design and technology, standards exceed expectations for 11-year-olds. In geography, history and physical education, standards meet expectations. However, in gymnastics and music, standards are below expectations.

Current inspection findings judge that, by the end of Year 2, standards in reading, writing, mathematics and science are above average. In science, more-able pupils are capable of achieving even higher standards. In information and communication technology standards are below national expectations. In religious education standards meet the expectations of the locally agreed syllabus. In art and design standards exceed expectations for 7-year-olds. In design and technology, geography, history and physical education standards meet expectations. However, standards in gymnastics are below expectations. There was insufficient evidence to make a judgement on standards in music.

By the end of the Foundation Stage standards in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development meet the expectations of the Early Learning Goals.

Pupils with special educational needs make good progress in their learning because of effective support from class teachers and learning support assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good.
Attendance	Unsatisfactory and has a negative impact on pupils' learning. Most pupils are punctual and lessons start on time, although a minority are regularly late to school, which disrupts their own learning and that of others.

This is an inclusive school and relationships between pupils of all ability, background and gender are good and contribute to the positive attitudes seen in the majority of lessons.

TEACHING AND LEARNING²

Teaching of pupils in:	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.

Teaching in the Foundation Stage is good, with strengths in all six areas of learning. Relationships with children are good, and effective use is made of resources to support their learning. There is a good balance of adult-led activities and those which children choose for themselves.

Strengths of teaching in Years 1 to 6 include good relationships between pupils and teachers. Teachers manage pupils well and make good use of resources, including learning support assistants, to help pupils in their learning. Lesson planning meets the different learning needs of pupils by ability and age group. Lesson objectives are shared with pupils at the start of lessons, which enables them to take a full part in their own learning.

The teaching of literacy is good; teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught successfully. The teaching of numeracy in Years 1 to 6 is good. Teachers successfully implement the National Numeracy Strategy. The teaching of key skills in number is good and contributes to improving standards. Effective teaching of these key skills has contributed significantly to the improved standards since the previous inspection.

There are weaknesses in teachers' subject knowledge in gymnastics and this contributes to standards not being high enough. Although teaching of information and communication technology in the school's ICT-Suite is good, teachers do not use classroom-based computers sufficiently to support pupils' learning.

The teaching of pupils with special educational needs is good. Teachers and learning support assistants are aware of the targets in individual education plans and ensure that pupils' work is matched to them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory with strengths in the successful implementation of the National Literacy and Numeracy Strategies. The school is not complying with requirements for a daily act of collective worship.
Provision for pupils with special educational needs	Good, with pupils receiving effective support from teachers and dedicated learning support assistants. Individual education plans are of good quality and the monitoring of pupils' progress towards meeting the targets set is a strength.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good, with a significant strength in cultural and multi-cultural development. Social and moral development is good and contributes to pupils' good behaviour and relationships. Although spiritual development is satisfactory, there are insufficient planned opportunities for pupils' spiritual development in lessons.
How well the school cares for its pupils	Satisfactory. Pupils are well cared for in the school. Assessment is good in English, mathematics and science but underdeveloped in other subjects. The school has made a significant improvement in its procedures for monitoring and promoting good behaviour.

Parents who attended the meeting and who returned questionnaires were mainly supportive of the work of the school. However, a significant minority feel that they are not informed sufficiently about their children's progress. The school has effective procedures for assessing pupils' learning in English, mathematics and science and using the results of information gathered to plan pupils' future work.

HOW WELL THE SCHOOL IS LED AND MANAGED

² Based on all inspection evidence, including the analysis of pupils' work and discussions with [pupils](#) them

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the future of the school. She is firmly supported by the deputy headteacher and senior management team. Together, they are securing improvements in the standards pupils achieve.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a clear understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The headteacher and her colleagues have a clear and developing understanding of the school's strengths and areas for improvement.
The strategic use of resources	Good; funding for special educational needs is used efficiently. The 'ICT-Suite' is used with increasing effect to support pupils' learning.

The accommodation is adequate, except for the two temporary classrooms, which are in poor condition and do not promote pupils' learning. Staffing levels are adequate and resources are good. Resources are used effectively to support learning. The strength of leadership and management is the determination to raise standards. The school's application of the principles of best value in its spending decisions is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations of their children. • Their children like school. • Behaviour is good. • Their children make good progress. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Better information about the progress their children are making. • The school working more closely with them. • The provision of activities outside of lessons.

Twenty-two parents attended the meeting with the registered inspector and 77 questionnaires were returned. Inspection findings support the positive views of parents, but judge that the school does not provide sufficient information on children's progress in the non-core subjects. The provision of extra-curricular activities is satisfactory and not dissimilar to that found in other schools of this size. The school works hard to keep parents informed of its day-to-day activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. Children enter school with standards that are average for the local education authority. They make satisfactory progress in their learning and, by the time they start Year 1, meet the expectations of the Early Learning Goals³ in all the areas of learning.

Years 1 and 2

2. The results of the 2002 National Curriculum assessments for pupils in Year 2 were well above the national average in reading and above average in writing and mathematics. These results confirm that the school is maintaining the significantly improved results seen in 2001. In comparison to those in similar schools nationally⁴, results were well above average in reading and above average in writing and mathematics. The proportion of pupils achieving the higher Level 3 in all three subjects was above both the national average and that for similar schools. In the teacher assessments for science, the proportion of pupils achieving the expected Level 2 and above was very high and placed the school in the top 5 per cent of all and similar schools. However, the proportion achieving the higher Level 3 was below the average for all and similar schools.
3. Current inspection findings judge that standards are well above average in reading, with those in writing and mathematics above average. The school is sustaining the improvement made over the last two years as the result of effective teaching, particularly of the literacy and numeracy hours. In science, standards are well above average, although more-able pupils are capable of even higher standards. Currently, expectations of what they should achieve are not high enough because teachers are insecure in their understanding of what pupils need to achieve to attain the higher Level 3⁵.
4. By the end of Year 2, standards in information and communication technology are below national expectations because pupils have insufficient opportunities to use and apply key skills. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design standards exceed expectations for 7-year-olds, and pupils produce high quality work. In design and technology, geography, history and physical education, standards meet expectations for 7-year-olds. However, in gymnastics, standards are below expectations. There was insufficient evidence to make a judgement about standards in music.

Years 3 to 6

5. The results of the 2002 National Curriculum assessments for pupils in Year 6 were average in English and above average in mathematics and science. In comparison to those in similar schools nationally, results were below average in English and above average in mathematics and science. The proportion of pupils achieving the higher Level 5⁶ was well below average in English, average in mathematics and above average in science. These proportions apply to all and similar schools. Standards in English fell back

³ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

⁴ Schools with more than eight per cent and up to twenty per cent of pupils entitled to free school meals.

⁵ It is the national expectation that pupils should achieve Level 2 and above in the Year 2 National Curriculum assessments.

⁶ It is the national expectation that pupils should achieve Level 4 or above in the National Curriculum assessments.

in 2002 because of the well below average proportion achieving Level 5. Standards in mathematics and science maintained the significant improvement seen since the previous inspection. Results have improved as the result of more consistent good quality teaching and a greater emphasis on teaching the National Literacy and Numeracy Strategies.

6. Current inspection findings judge that, by the end of Year 6, standards are above average in English and mathematics, with those in science well above average, and that the school is continuing to improve standards. Teaching is good and, in Year 6, often very good and this is having a significant impact on raising standards. There is no significant variation between the standards achieved by boys and girls.
7. By the end of Year 6, standards in information and communication technology meet national expectations. This represents good improvement since the previous inspection, when standards were judged to be below expectations. Improvement is the result of better teaching and pupils having greater opportunities to use and apply key skills. In religious education, standards exceed the expectations of the locally agreed syllabus, with pupils showing particularly good knowledge of the major religions of the world. In art and design, and design and technology, standards exceed expectations for 11-year-olds and work is of a very high quality. In geography, history and physical education, standards meet expectations. However, in gymnastics, standards are below expectations. In music, standards are below expectations because pupils have too many gaps in prior learning.
8. Across the school there are significant strengths in pupils' use and application of literacy and numeracy skills in other subjects. In lessons, teachers place a strong emphasis on the correct use of these key skills. For example, in a Year 5 history lesson on Ancient Greece the teacher told pupils, 'There was some very dubious spelling of the word 'ancient' in your work yesterday. Today get it right'.
9. Across the school, pupils with special educational needs make good progress as measured against the targets within their individual education plans. They receive effective support from teachers, learning support assistants and their peers. A significant strength is the regular monitoring of their progress by teachers and learning support assistants and this contributes to the good progress made.
10. The school has demonstrated that it has the capacity to improve and it has raised standards in English, mathematics, science, and information and communication technology by the end of Year 6, which were key issues from the previous inspection. In addition, the school has met its targets, which are negotiated with the local education authority. Inspection findings are consistent with the school having the quality of teaching, leadership and management that will allow it to maintain and further improve standards.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to school, enjoy their learning and are keen to participate in the activities provided. These standards, which have improved since the last inspection, have a good impact on the quality of pupils' learning and the positive atmosphere in school. Pupils' behaviour is also good, both in the classroom and around the school, and there is very little bullying or anti-social behaviour. Most parents are pleased with the standard of behaviour and the way in which the school helps their children to grow up. They say that bullying is rare and any incidents are dealt with well.
12. In spite of the fact that most parents say their children like coming to school, pupils' attendance has declined to an unsatisfactory level and is now below the national average. There is little unauthorised absence because parents send letters of explanation. However, the school is very aware that an increasing number of parents are taking their children out of school during term-time and that, as a result, there is a higher than average

level of authorised absence. These absences are disruptive to pupils' education and affect how well they achieve. In spite of regular reminders to parents, some pupils are frequently late to school and this interrupts teaching at the beginning of the day.

13. When provided with interesting work and activities in lessons and around the school, pupils are well motivated to learn, keen to participate and enthusiastic about what they are doing. This has a good impact on their learning and personal development. In lessons, pupils listen carefully to their teachers, are keen to answer and respond to questions, and sustain concentration when working. Pupils take care with their work and put in a lot of effort, both mental and physical. Where teaching is very good, pupils are often engaged and captivated by what they are doing. For example, in a Year 6 science lesson on reversible and irreversible changes in materials, pupils worked very well together in mixed-gender groups, listened attentively to the teacher and were confident to ask questions. In a religious education lesson, the same pupils had a very impressive attitude to learning about the Pillars of Islam and were sorry when the lesson came to an end.
14. Standards of behaviour around the school are good. Pupils say that, apart from some 'falling out', they get on well with each other and bullying is very rare. They are clear that any concerns put into the 'bully box' will be dealt with quickly and effectively. Pupils get on well with their teachers and respond well to their expectations for work and behaviour. In the lessons where teaching was unsatisfactory, however, pupils' behaviour was managed less well and they were inattentive, restless and sometimes disrespectful to the teacher. Some of the younger boys' behaviour in Years 1 and 2 is immature. In the playground, pupils play well with each other and there are few upsets. Pupils care well for each other and include each other in their activities. There have been no exclusions from the school in the past year.
15. Pupils make good progress in their personal development. Relationships in the school are good and help pupils to feel fully included in the school community. Pupils say that the school treats them fairly, although some of the girls say that boys' football dominates the playground. All pupils respond well to opportunities to develop their initiative and personal responsibility. They undertake classroom jobs and older pupils take their lunchtime supervision responsibilities seriously. Pupils who are members of the school council are proud to have been elected by their peers and make a good contribution to the running of the school in their discussions about, for example, playground organisation. In terms of their learning, pupils are developing self-evaluative skills. They say that literacy, numeracy and personal targets are helpful and '*make you think about what you need to do to improve*'. They show understanding of pupils who need additional support in the classroom and in small groups away from the classroom and feel that teachers help pupils whatever their ability. When asked to describe the school, pupils said that '*It is a good place to make friends. People are kind, helpful and friendly*'.

HOW WELL ARE PUPILS TAUGHT?

16. The previous inspection judged the quality of teaching to be 'good in Key Stage 1 (Years 1 and 2)' and 'satisfactory in the Foundation Stage and Key Stage 2 (Years 3 to 6)'. Eleven per cent of lessons were judged to be very good, with 28 per cent good and 50 per cent satisfactory. Eleven per cent of lessons were judged to be unsatisfactory. The factors contributing to unsatisfactory teaching were:
 - weaknesses in lesson planning where objectives were in fact only activities for pupils to do and had little clear purpose;
 - lack of strategies to hold pupils' attention;
 - unclear explanations;
 - poor use of time;
 - noise from other classes;
 - minimal supervision of reception children in the outdoor play area;

- teachers needing to sharpen pupils' study skills.

These weaknesses led to a key issue to improve the quality of teaching.

- Current inspection findings show that the key issue has been addressed successfully and these weaknesses no longer remain. Teaching in the school, based on all inspection evidence, is good and contributes to the significant improvement in standards, particularly in English, mathematics and science. During the inspection, 23 per cent of lessons were very good, including one excellent lesson. Forty-three per cent were good, with 25 per cent satisfactory. Nine per cent were judged to be unsatisfactory for reasons related to weaknesses in teachers' subject knowledge, particularly in the teaching of gymnastics.
- Overall, the quality of teaching and learning in the Foundation Stage is good, and at times very good. The teaching observed was characterised by high expectations, very good use of time and the wide range of resources, and animated presentations and challenge, which made children want to succeed. Planning ensures that all children have equal access to the rich and varied curriculum, and the contributions of the support staff and parents who work in the school are greatly valued. Very careful assessments during lessons take good account of children's progress towards achieving the Early Learning Goals. The curriculum is enhanced by visits such as that to the Animal Farm Park. The teacher shows that she values children's work through the careful way in which it is displayed, and the classroom provides a bright cheerful environment.
- The teaching of literacy is good and has a positive impact on the standards achieved. Teachers plan lessons effectively and different tasks are planned for pupils with various capabilities. The learning objectives are shared with the pupils and, therefore, they are fully aware of what they are supposed to learn by the end of the lesson. There are good question-and-answer sessions that develop pupils' speaking and listening skills. Teachers manage the pupils well, including those with special educational needs, and behaviour is good.
- The teaching of numeracy is good and makes a significant contribution to the improving standards. The National Numeracy Strategy is implemented effectively and lesson objectives are shared with pupils, which involves them in their own learning. There is a strong emphasis on the correct use of mathematical vocabulary. Lesson planning meets the learning needs of all pupils, including those with special educational needs. Relationships are good and there is a very purposeful atmosphere in lessons, which contributes to pupils working hard.
- The teaching of information and communication technology is satisfactory. In lessons in the school's ICT-Suite teaching is good, but teachers do not use classroom-based computers sufficiently to reinforce key skills taught in whole-class lessons in the ICT-Suite. Where teaching is good, teachers show good subject knowledge and use demonstration and explanation skills effectively to teach new skills. For example, in a lesson in Year 4, because of a very good demonstration, pupils made good progress in preparing a questionnaire for further work on databases.
- The teaching of pupils with special educational needs is good and contributes strongly to the good progress they make in lessons. Teachers match work carefully to their specific learning needs, and the monitoring of progress that pupils make against the targets in their individual education plans is impressive. As a result, teachers and learning support staff have a very good understanding of the often small steps that pupils need to make in their learning.
- In the best lessons, teachers show good subject knowledge, which is passed on to pupils with interest and enthusiasm. In a Year 6 religious education lesson on the festival of Eid, the teacher's own drawings of Mendhi patterns motivated and inspired the pupils so much

that they did not want the lesson to end because they were so engrossed in their own designs. Lesson introductions are good, with the teacher sharing the learning objective, which immediately involves pupils in their own learning. Teachers demonstrate and explain clearly to pupils; for example, in a Year 5 science lesson on the reproductive organs of flowers, the teacher's dissecting of a lily held the pupils in rapt attention. Because of the teacher's high quality drawing of the parts, pupils made good progress in understanding this important area of their work in science.

24. Where teaching is most effective, planning is a strength and successfully meets the learning needs of all pupils. For example, in a Year 5 science lesson, more-able pupils had to dissect a flower and then draw and label the main organs with no help from the teacher. Pupils of average ability were given guidance on a worksheet but had to draw and label the parts independently. Pupils of below average ability and those with special educational needs were given a drawing of a flower on which they had to label the main organs. As a result, all pupils worked hard with good concentration and made good progress in the lesson.
25. Teachers make very good use of the final or plenary session within lessons to assess the progress pupils make in lessons. In a Year 6 science lesson on materials and their properties, the teacher ended with a good discussion in which pupils had to explain to her the difference between the terms 'insoluble' and 'soluble' and to give examples of reversible and irreversible changes. This enabled the teacher to check whether they had met the lesson objective.
26. In most lessons, relationships are good and teachers manage pupils successfully. Expectations are high and because pupils know what is expected of them they work hard. Teachers make effective use of learning support assistants to work with groups of pupils, including those with special educational needs. Resources, including the library, artefacts, overhead projectors and the ICT-Suite, are used effectively to support and motivate pupils. Homework is used effectively by most teachers to support pupils' learning. For example, for homework, pupils in Year 3 had to draw a graph to show the results of their investigation into how far different denier tights will stretch.
27. Where teaching is unsatisfactory there are weaknesses in teachers' subject knowledge. In two gymnastics lessons observed there was an over-direction of pupils and they had insufficient opportunities to plan, perform and refine their sequences. In an unsatisfactory lesson in information and communication technology the teacher tried to cover too much ground, which confused pupils and little progress was made in the lesson.

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

28. The school makes good provision for children in the Foundation Stage, which is a significant improvement since the last inspection, when it was judged to be unsatisfactory. Currently, children make good progress towards the Early Learning Goals, and the majority are likely to achieve them by the time they enter Year 1. The curriculum for Years 1 and 2 and for Years 3 to 6 satisfactorily meets statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. The National Literacy and Numeracy Strategies have been well implemented as teaching strategies and there is much evidence that they have a good impact on raising standards. The provision for personal and social education is satisfactory. There are appropriate arrangements for sex and drugs education. All children have good access to the curriculum and the life of the school. However, the daily act of collective worship does not meet statutory requirements.
29. The quality and range of learning opportunities for children in the Foundation Stage are good. The children are provided with a very rich range of well-planned learning

experiences suited to their individual needs. The curriculum is further enhanced by visits, such as to the Animal Farm Park, and visitors to the school.

30. The curriculum for pupils in Years 1 and 2 and Years 3 to 6 is satisfactory. The school has detailed schemes of work based on the guidelines provided by the Qualifications and Curriculum Authority. The schemes ensure that the pupils learn in a structured manner and cover all the requirements of the National Curriculum. However, there is an imbalance of time given to physical education in Years 3 to 6. The school does not give enough time to this subject in order to ensure that all aspects of the curriculum are taught in sufficient depth. Opportunities to use and apply the key skills of literacy and numeracy across other subjects in the curriculum are good. This is helping pupils to consolidate their learning through practical activities. For example, they take notes and use non-chronological writing in history. Good use is now being made of information and communication technology to promote learning in other subjects; for example, in the pupils' project on the Golden Jubilee. The school continues the teaching strategy of grouping pupils by their prior attainment in English and mathematics, as at the time of the previous inspection. This is a successful initiative, as standards have improved in both subjects.
31. The provision for pupils with special educational needs is good and makes a positive contribution to the good progress pupils make in their learning. Individual education plans are of good quality, although not all have been amended to meet the requirements of the new Code of Practice. A number still show 'stages' rather than 'school action' or 'school action plus', which are now requirements. The tracking sheets for individual education plans are good and used effectively by teachers and learning support assistants to monitor pupils' progress.
32. The school makes satisfactory use of visitors to the school to support curricular provision. Visitors have included such people as the local vet, paramedics, Bath Heritage artists who worked with the pupils, and a guest from the Women's Institute who talked about life in Uganda. Pupils make visits to places such as Weston-super-Mare, Oldbury Power Station and Bath Abbey. Years 5 and 6 also have the opportunity to take part in residential visits. Provision for extra-curricular activities is satisfactory and is an improvement since the last inspection, when it was judged to be unsatisfactory. There are clubs for netball, football, singing, recorders and information and communication technology, which meet at various times during the week. The number of extra-curricular activities was a matter of concern to parents, but taking into account the range of clubs, the times they meet and the residential and school visits, the inspection team does not agree with the parents' views.
33. Provision for pupils' personal, social and personal development is satisfactory. It provides a basis for pupils to learn about healthy eating and lifestyles, bullying pressures, feelings and relationships, medicines and drugs, growing up and substance use. Parents and pupils value the opportunities for 'Circle Time'⁷ in which many issues are discussed.
34. Relations with the community, including the church, local businesses and students from college, are satisfactory. Links are maintained with feeder secondary schools to ensure a smooth transition of pupils from one stage of their education to the next. There is an active parent-teacher association that works hard to raise money for the school.
35. Overall, the provision for spiritual, moral, social and culture development is good. Provision is satisfactory for spiritual development and very good for pupils' cultural development.

⁷ During Circle Time pupils discuss personal and general issues. One pupil at a time speaks in turn, and no-one interrupts. Pupils feel confident that they can talk freely and openly, and that the teacher and other pupils will listen.

36. Provision for pupils' spiritual development is satisfactory. Although there were planned assemblies during the inspection, they did not include an act of worship, nor was sufficient time given for reflection. However, spiritual development is enhanced through work in religious education, history and art. For example, in religious education the pupils have studied several major world religions. Some teachers are beginning to link pupils' experience of periods of reflection to other areas of the curriculum, such as the appreciation of art, poetry or the wonder surrounding the natural world, but this is not consistently implemented throughout the school and is an area for further improvement.
37. Provision for moral development is good and is reflected in the calm atmosphere within the school. Strategies to support the absence of oppressive behaviour are well known throughout the school community. Pupils know the difference between right and wrong. The rules governing conduct around the school are straightforward. They are effective and easily recalled. As a result of high expectations, the pupils treat the school buildings and its facilities with respect. There is no evidence of litter or graffiti in or around the school.
38. Provision for pupils' social development is good. Evidence of this can be seen in many places: in lessons where pupils are encouraged to co-operate fully with each other, going to assemblies, at lunchtime and in the playground, where pupils play sensibly together. Throughout the school, adults act as good role models in the way that they talk to each other and to the pupils. Pupils experience a variety of visitors and visits, including a residential visit, which makes a valuable contribution to their social development.
39. Provision for pupils' cultural development is very good. Appreciation of the pupils' own culture is covered well. Visiting museums, studying the work of artists, and visitors from the local community, all make good contributions to pupils' cultural development. The study of wider traditions in order to understand ethnic and cultural diversity through art, music and literature is very good. In art and design, pupils have studied and painted African dancers. They are colourful and very well painted.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. This is a caring and inclusive school where all pupils receive good educational and personal support and guidance, which helps them to feel secure and to mature well. Most parents say that they can approach the school with any concerns, although a few feel that their small worries are sometimes brushed aside. They think that behaviour is managed well and that any bullying is dealt with effectively.
41. The school has satisfactory systems for ensuring pupils' health, safety and welfare, although the health and safety policy is out of date and there are no regular established routines for risk assessments. Some minor health and safety concerns were reported to the school during the inspection. A satisfactory number of staff is trained in first aid, care well for pupils and follow accident routines appropriately. The school follows child protection procedures correctly and ensures that all staff know how to report concerns directly to the designated teacher. The introduction of 'Pedestrian Training' for all pupils and parents in the school is a very good feature, which promotes pupils' safety well.
42. Although the school maintains satisfactory procedures for monitoring pupils' attendance, absences have increased since the previous inspection and this has a negative impact on pupils' learning. The school emphasises the importance of regular attendance to parents in its documentation and discourages them from taking their children on holiday in term-time. In spite of this, many parents condone their children's absence in this way. The school is beginning to use computerised systems to more closely monitor individual pupils' absences and to involve the educational welfare service where necessary.

43. Since the last inspection the school has made good progress in achieving a consistent system for behaviour management across the school and has addressed the previous key issue well. As a result, pupils' behaviour is good throughout the school. Classroom and school rules, negotiated with pupils, are clearly displayed around the school. Pupils say that the rules are fair and that teachers apply them consistently. They understand the systems of reward and sanction and say that these encourage them to behave better. Pupils say that any incidents of bullying will be treated seriously and that the 'bully box' is a very good way of reporting concerns, which are dealt with in strictest confidence. Teachers help pupils to understand the difference between right and wrong and the actions that they could have taken to avoid conflict by asking them to report incidents in their own words and discussing these with them.
44. The school provides good support for pupils with special educational needs. There are very effective links with outside agencies, including the educational psychologist, behaviour support and speech therapy. As a result, pupils with specific learning or behavioural difficulties play a full part in the day-to-day life of the school and are supported by teachers, learning support assistants and their peers.
45. The school has worked hard since the last inspection to improve its assessment procedures in English and mathematics in order to address the issue of pupils' under-achievement. The assessment co-ordinator has developed good and consistent assessment and testing procedures in these subjects, supported by clear guidelines for teachers in the assessment policy. Computerised data analysis is being used well to identify gaps in pupils' learning and to plan work to meet these needs. Pupils' progress is carefully tracked and used to identify pupils who would benefit from additional support, either in different class groupings or as part of the provision for special educational needs. As a result of this improved assessment, targets for improvement have been set for each year group, as well as for groups in classes and individual pupils. Pupils talk about their targets and discuss with teachers the impact they have on their achievements. This has a very positive impact on pupils' personal development as they learn to evaluate their own progress. The school has identified this as an area for further development so that pupils are aware of their progress in all areas of the curriculum and in their own personal achievements.
46. Although the procedures for assessing pupils' attainment and progress are satisfactory overall, there is still more work to be done. In its improvement plan, the school has identified the need to develop further assessment in science and information and communication technology. However, in the foundation subjects⁸ of the curriculum little progress has been made since the previous inspection. There are no established assessment systems within which teachers can accurately assess the range of skills that pupils have acquired and use this information when planning the next step in their learning. As a result, pupils' end-of-year reports are very thin in the foundation subjects and do not give a clear enough indication of what pupils know, understand and can do.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Since the last inspection, the school has worked hard to improve its partnership with parents and to address the previous finding that *'parents' views were less favourable than those found in similar schools'*. As a result of work done to improve communication with parents and the provision of more opportunities for them to come into school, most parents think the school is satisfactory.
48. Parents are pleased that their children like coming to school and that, as a result of the school's high expectations, they behave well and make good progress. A significant

⁸ [Art and design, design and technology, geography, history, music and physical education](#)

minority of parents who completed the questionnaire, however, remain critical of the way in which the school works with them and the information that they receive about their children's progress. Parents would also like to see a greater range of activities provided outside lessons and more consistent provision of homework. The inspection team agrees with parents' positive views of the school. It finds that there is a satisfactory range of extra-curricular activities, including lunchtime clubs and residential visits. The provision for homework is satisfactory for reception children and pupils in Years 1 and 2, and good for pupils in Years 3 to 6.

49. The school has done a lot of work to improve its information for parents and this is now satisfactory. Regular weekly newsletters keep them up to date with school activities. The prospectus and governing body's annual report give detailed information about the school's work. Staff hold workshops, for example for numeracy, and meetings to explain the transition to secondary school and how it groups pupils for literacy and numeracy. Parents receive curriculum information at the beginning of each term and leaflets on how to help their children at home. There are regular termly consultation meetings and, where applicable, parents may speak to group teachers as well as class teachers. Mid-term progress reports have also recently been introduced to keep parents up to date with their children's progress against the targets set for them in literacy and numeracy. These are all good features of the information that is provided for parents. However, pupils' end-of-year reports do not provide parents with sufficient information about what their children know, understand and can do in each of the foundation subjects. This is because teachers do not have good enough assessment procedures in those subjects. During the inspection, parents who spoke to inspectors said that, overall, they felt well informed. Some suggested that a 'starting school' booklet would help them understand more easily some of the day-to-day routines.
50. The school continues to develop ways of working more closely with parents and involve them in their children's learning, and states its commitment to partnership in the home-school agreement. It recognises that there are still a significant minority of parents who are critical of this area of the school's work and seeks way to improve its partnership with them. Parent governors are well involved in school life and play an active role in supporting the headteacher and staff and the development of the school. A monthly 'Parents' Forum' gives them a good opportunity to discuss their concerns, although very few have taken this up to discuss any of the concerns reported in letters to inspectors. Staff, including the headteacher, are easily available to speak to parents at the beginning and end of the day. Many parents say that staff are very approachable, although some still do not feel that this is the case. Parents are invited to support their children's learning in school through initiatives such as 'Pedestrian Training', the mathematics games library and weekly reading sessions with pupils in Years 1 and 2. Some parents help regularly in school, support sport events, attend assemblies and accompany pupils on visits outside school, such as that to Bath Abbey during the week of the inspection. Adult education computer courses for parents and carers are also a good feature. The school encourages all parents to join and support the fundraising activities of the 'Friends of Whitchurch School'. Good sums of money are raised to provide additional educational resources for all pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the headteacher and key staff are good. In spite of staffing difficulties through illness, and a significant turnover of teaching staff, the headteacher has managed to build a team that is committed to providing pupils with the best possible education, and thereby to raise standards. She is ably supported by the deputy headteacher and the senior management team, who all have clearly defined roles. The deputy headteacher takes the lead in ensuring that the school's behaviour management strategy is implemented, and, with the exception of the newly qualified teacher, all teachers have responsibility for a curriculum area. The effectiveness of their work can be seen in the recent National Curriculum test results, and in pupils' attitudes and behaviour, which have improved since the last inspection and are now good. The school aims make the pupils' needs paramount, and this is evident in all school activities. For example, one of the most effective strategies employed to raise standards has been the rigorous analysis of test results to determine pupils' strengths and weaknesses. From this, work is set which endeavours to meet all pupils' needs.
52. Subject co-ordinators of English and mathematics are having a strong impact on the performance in their subjects. They have a clear understanding of their teaching and management roles, and play an important part in the monitoring and raising of standards. Most other co-ordinators are equally keen and committed, but their roles have yet to develop to this degree. Many are young and inexperienced, but they make up for this with their enthusiasm to do well. Some subjects have suffered through the long-term absence of the co-ordinator. Monitoring of planning often takes place, but the development of monitoring through lesson observations is on the development plan. Co-ordinators have a weekly rota for reporting back to the senior management team. This is very effective in ensuring that co-ordinators keep on top of their job and that the senior managers know what is happening.
53. Governors all have clearly defined roles and properly constituted committees, and they fulfil their statutory duties effectively. Many are relatively new, but local education authority training is enabling them to take part in the strategic planning for the school's development. Each governor monitors one subject and keeps abreast with developments by talking to the co-ordinator or visiting the school. With nearly all governors having full-time employment, visiting the school to fully understand how well the school is operating is difficult. However, regular meetings, with reports from the headteacher, together with regular visits by the chairperson and parent governors, ensure that governors are in a position to be able to hold the school to account. No agenda items are 'pushovers', but are debated thoroughly, usually in committees before reporting to the full governing body.
54. Monitoring, evaluation and development of teaching have proved to be very effective in English and mathematics and have contributed to the higher standards achieved. The headteacher, deputy headteacher, co-ordinators and local education authority advisors have all been involved, and this process has been one of the major factors in raising standards. It is planned to develop this further to enable other co-ordinators to monitor teaching in their subjects. The other major factor in improvement has been the rigorous analysis of test results. The information gained has been used well by teachers and has had a positive impact on attainment, so that the school's targets have been met and exceeded. This demonstrates that the school has appropriate priorities for development. The headteacher and governors have implemented appropriate structures and systems for performance management. All staff have targets and there is regular review of performance.
55. Educational priorities are supported through careful financial planning. There is a sound financial management policy and the school development plan is costed to ensure that all actions can be financed. Budget setting is carefully considered and short-, medium- and

long-term considerations are taken into account. Examples of this are the funding for the deputy headteacher to cover absence and the money that was put towards improvements to the school's accommodation. The latter did not come to fruition, although not for the want of trying, and led to a high carry-forward. However, this has now been reduced with spending on much-needed refurbishment. 'Best value' principles are applied to all the school's financial transactions and the governors' finance committee monitors this carefully. However, more regular scrutiny of financial statements would enable the governors to detect whether there was a need for reviews of spending. Financial administration is sound and recommendations from the latest audit have been addressed. Good use is being made of new technologies. For example, many programs are being used, including those for finance, attendance, assessment and personnel, and e-mails are being used for communication, including with schools abroad.

56. The management of the provision for pupils with special educational needs is good. The co-ordinator for special educational needs is knowledgeable and enthusiastic. She has produced a detailed action plan and a good programme of staff training to meet the requirements of the new Code of Practice. Resources are good and funding is used effectively and contributes significantly to the good progress made by pupils.
57. There is a sufficient number of appropriately qualified staff to deliver the National Curriculum. Parents are sometimes quite rightly disturbed by the number of supply teachers who take their children's classes. However, this is due to circumstances beyond the school's control and the governors have made every effort to minimise the disruption by enabling the deputy headteacher to do some of the covering. There is a sufficient number of learning support assistants who are very effective with the support they give, especially to pupils with special educational needs. The school has done a lot to minimise the disadvantages of quite difficult accommodation. Further work is planned to create extra storage for gymnastic equipment in the hall. Outside facilities for children in the Foundation Stage are very restrictive, and the quality of the temporary classrooms is poor and has a negative impact on pupils' learning. Co-ordinators have spent money wisely to provide good resources to support the teaching in their subject, and the library is well stocked and well used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards and improve the quality of education, the headteacher, staff and governors should:

- (1) raise standards in:
 - gymnastics across the school by improving teachers' subject knowledge;
 - music by full implementation of the new scheme of work and ensuring that all aspects of the subject are taught;
 - information and communication technology by the end of Year 2 through giving pupils more opportunities to use computers to support their learning;
 - science for more-able pupils in Year 2 by raising teachers' awareness of what pupils need to do in order to achieve the higher Level 3; (paragraphs 4, 7, 17, 27, 30, 101, 109, 130, 133, 135, 136, 139, 140-143)
- (2) work with pupils, parents and all appropriate agencies to improve pupils' attendance; (paragraphs 12, 42)
- (3) develop procedures for assessing pupils' knowledge, skills and understanding in the non-core subjects and improving the reporting to parents of pupils' progress in these subjects; (paragraphs 45, 46, 49, 114, 119, 125, 129)
- (4) ensure that the school complies fully with the statutory requirements for a daily act of collective worship. (paragraph 26)

In addition, the governing body may wish to consider the following for possible inclusion in its action plan:

- ensure that individual education plans for pupils with special educational needs meet the requirements of the new Code of Practice (paragraph 31)
- improve procedures for monitoring health and safety, including updating the policy (paragraph 41)
- provide additional time for the teaching of physical education in Years 3 to 6 (paragraph 30)
- provide more planned opportunities for pupils' spiritual development (paragraph 36)
- provide more outdoor equipment for children in the reception class (paragraphs 57, 64)
- work with all appropriate agencies to secure permanent replacement classrooms for the two 'temporary' classrooms (paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	10	20	12	4	0	0
Percentage	2	21	43	25	9	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils known to be eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
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
	2002	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	11	12
	Girls	13	13	13
	Total	25	24	25
Percentage of pupils at NC Level 2 or above	School	96 (94)	92 (90)	96 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	12	12
	Girls	13	13	14
	Total	25	25	26
Percentage of pupils at NC Level 2 or above	School	96 (94)	96 (97)	100 (97)
	National	85 (85)	89 (89)	89 (89)

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
	2002	13	23	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	11	13
	Girls	19	20	21
	Total	29	31	34
Percentage of pupils at NC Level 4 or above	School	81 (84)	86 (78)	94 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	13
	Girls	19	20	19
	Total	30	31	32
Percentage of pupils at NC Level 4 or above	School	83 (81)	86 (78)	89 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
177	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
8	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	20
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	102

Financial information

Financial year	2001/2002
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	£
Total income	511,329
Total expenditure	496,384
Expenditure per pupil	2,256
Balance brought forward from previous year	20,880
Balance carried forward to next year	35,825

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 36%

Number of questionnaires sent out

214

Number of questionnaires returned

77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	51	8	0	0
My child is making good progress in school.	29	61	6	3	1
Behaviour in the school is good.	29	62	8	0	1
My child gets the right amount of work to do at home.	22	54	15	6	3
The teaching is good.	32	54	6	4	4
I am kept well informed about how my child is getting on.	19	52	18	10	1
I would feel comfortable about approaching the school with questions or a problem.	42	40	8	7	3
The school expects my child to work hard and achieve his or her best.	33	57	7	0	3
The school works closely with parents.	17	48	21	13	1
The school is well led and managed.	19	51	11	11	8
The school is helping my child become mature and responsible.	20	68	11	0	1
The school provides an interesting range of activities outside lessons.	15	41	30	8	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. There has been a significant improvement in the provision for the children in the Foundation Stage since the last inspection. At that time, it was judged to be unsatisfactory. Provision during this inspection was good. The quality of teaching and learning has also improved and is now good. All children, including those with special educational needs, make good progress. The curriculum has improved and now meets the needs of the children. The newly appointed teacher provides a very rich range of well-planned learning activities suited to children's individual needs. This is accelerating progress and as a result the potential for further improvement is good.
60. Children enter the reception class in the year they are four years old. At the time of the inspection there were 28 children in the class. The good induction procedures, together with the very high quality of relationships, mean that the children soon feel secure; this enables them to settle quickly into their class routines.
61. Standards on entry to the reception class are average for the local education authority and similar to those at the time of the last inspection, except in mathematics, when they were judged to be above average. Currently, in all areas of learning attainment meets expectations for children of a similar age. Although some children have attended playgroups and nurseries, the majority of the children's learning experiences only occur in school. Inspection evidence indicates that if the good quality of teaching and learning continues, the majority (likely to be 60 per cent) of children will achieve all the Early Learning Goals by the time they enter Year 1.
62. The overall quality of teaching is good. Current inspection evidence indicates the following as positive aspects in the teaching of these children:
- the teacher's knowledge and understanding of how young children learn;
 - high expectations of children's behaviour and of their work;
 - a very good variety of teaching methods;
 - classroom organisation is very good;
 - the pace of the lessons is brisk and no time is wasted;
 - planning is good and carefully reflects the 'stepping stones' of children's learning;
 - good use is made of assessment information to plan what the children will do next and is closely matched to their individual needs;
 - children are given many opportunities to choose from a wide range of activities alongside well-focused tasks with appropriate adult intervention.
63. The quality of provision is good and current inspection evidence indicates the following as positive aspects of the provision:
- the classroom was kept tidy and provided a very stimulating environment;
 - displays and learning activities are very regularly changed to sustain children's interest and enthusiasm for learning;
 - the curriculum is further enhanced by visitors and visits, for example to the Animal Farm Park;
 - there is a secure fenced-off outside play area.
64. While the provision within the classroom is good, although somewhat cramped, the outside play area is also rather cramped. However, the school has done all it can possibly do within the space available to improve this provision. To further develop the children's physical skills more large wheeled toys are required. Climbing activities are restricted, but

on the wall there are feet and handholds at appropriate safety levels, which the children enjoy using.

Personal, social and emotional development

65. Good teaching enables children to make rapid gains in their personal, social and emotional skills. As a result, they develop the right attitudes to learning from the start because the teacher makes learning an exciting experience and they come to school joyfully. Children reinforce and extend their independence skills by selecting their own activities in free-choice sessions, and because the purpose of tasks is carefully explained they play there productively. Because they know that their contributions will be greatly valued, children's confidence in participating in class lessons is growing rapidly. Most can dress and undress themselves in physical education lessons. When they come into school they know where to put their coats and lunch boxes and need very little help to do so. A few children have a short concentration span and often find it difficult to share equipment.

Communication, language and literacy

66. As a result of sound teaching, children achieve well in this area of learning. Children receive most of their speaking and listening experiences in school and the teacher is a very good role model. She listens to the children's responses and makes them feel valued through her polite and caring manner. She continuously challenges children to participate in conversation. For example, during one session when the children were painting animals the teacher encouraged a child to tell her about the painting. He said, 'It's a badger, but he's in the dark'.
67. Books have a prominent place in the classroom. Children choose both fiction and non-fiction, although only a minority of more-able children talk about the main events in their favourite stories. Home/school contact books contain guidance, which has previously been explained to parents, who are then invited to use them to make comments about their children's progress. All children know that words and pictures convey meaning in stories. Some children recognise a small number of frequently used words. The teaching and learning of 'Jolly Phonics' (letter sounds) are good and are beginning to help children to attempt to decode new words.
68. Because of exciting opportunities to practise writing skills, children are making rapid gains in letter formation and in their understanding of the use of writing for a purpose. Most children hold a pencil correctly and write recognisable letters. Many children write their own names on their work, settle to independent activities quickly and get on diligently. Less-able children are still very much at the emergent (making marks) stage of writing. The children understand what to do because the teacher is very good at explaining what they should do and why they are doing it. She encourages all children to see themselves as readers and writers, and praises their efforts at every opportunity.

Mathematical development

69. Children enter the reception class with mathematical skills that are at the expected level for their age. Good teaching is enabling children to learn and consolidate new skills rapidly. Children develop their mathematical skills in a variety of exciting ways. For example, children matched the spots on the back of the ladybirds (soft toys). Many could count the total number of spots on each pair of ladybirds. Most children count to 10 accurately and more-able children much further. The teacher never misses an opportunity to reinforce mathematical learning. For example, during registration she asks how many children are in the class and, if two are away, how many are here today. In developing their understanding of shapes children name 'circles', 'triangles', 'rectangles' and 'squares' and draw round them to make a sequential pattern. One child was asked, 'Why

have you coloured in your shapes in red and blue?’ She said, ‘I have done a colour pattern as well’.

70. Most children have a sense of time and know when it is playtime and lunchtime. More-able children know the sequence of the days of the week. While doing the weatherboard in the mornings, the teacher asks the children, ‘If today is Thursday, what day was it yesterday?’

Knowledge and understanding of the world

71. Very good teaching enables the children to make very good progress. Children learn to take care of the world around them by taking turns as monitors to tidy up areas of the classroom. They understand that animals need food, water and shelter to survive. Children have been studying animals this term and know that some animals, like owls, go out at night to hunt for food. The teacher really stimulated their imagination when she made the Roamer (a device which can be programmed to move according to instructions given) into a badger. The children were delighted when they successfully programmed the badger to enter his set. They are developing their sense of history and know that once they were babies and anything that happened yesterday or before was history. Children begin to gain an understanding of forces by experimenting with sand and water and as they push the pedals on their large-wheeled toys. A few children know about other children’s culture and beliefs.

Creative development

72. Good teaching ensures that children soon learn to control mark-making tools, such as brushes and pencils. For example, they used large pieces of chalk to draw shapes in the outside play area. Few children knew that if you mixed yellow and blue it would make green. Most children position facial features correctly on their self-portraits without support. Their skills in cutting and sticking are developing rapidly because of the well-planned opportunities to practise. Because the teacher is a good role model, children sing songs and nursery rhymes and often move rhythmically in time to the music. At the same time the teacher enhances literacy skills by drawing children’s attention to rhyming words. They understand that different instruments make different sounds. They enjoy listening to music such as ‘The Swan’. They develop good work routines. For example, they put aprons on without being reminded before they paint or play with water. The children imaginatively explore colour, sound and texture. The majority of children know their primary colours.

Physical development

73. Children develop their physical skills rapidly because of the good quality of teaching. Children move confidently and imaginatively during lessons in the hall and run, jump and skip with increasing control. They use the space well and are increasingly aware of the need to exercise care, and the teacher draws their attention to issues of health and safety. Children understand why it is important to gently warm up and cool down muscles when exercising their bodies. The teacher made the lesson in the hall very interesting by asking the children to be a ‘runner bean’ and run on the spot and to be a ‘broad bean’ by stretching their arms and legs wide apart. Children are given the opportunity to demonstrate good practice.
74. Good links are often made between literacy and numeracy and other subjects in order to make the best use of time; for example, when children practise writing, speaking and counting skills in the pretend observatory. Homework is regular and children take home their book bags every day. Resources are satisfactory to meet the needs of the Foundation Stage curriculum.

ENGLISH

75. By the end of Year 2, standards in speaking, listening, reading and writing exceed the national average. In all aspects, pupils make good progress. Pupils with special educational needs make good progress in their learning. Standards have improved since the last inspection and particularly so in writing, where they were judged to be below average.
76. By the end of Year 6, standards in speaking, listening, reading and writing exceed the national average. Pupils make good progress in all aspects of English. Pupils with special educational needs make good progress in relation to their prior attainment in all aspects of English. Since the last inspection there has been good improvement in all aspects of English and more so in writing when results were judged to be below the national average.
77. Inspection evidence indicates there are a number of factors that contribute to the current trend of rising standards:
- the good quality of teaching and learning;
 - the creation of a newly refurbished library to support pupils' learning;
 - the successful introduction of the Early Literacy Strategy (ELS), the successful implementation of the Additional Literacy Strategy (ALS) and Further Literacy Support (FLS) strategies;
 - the focus of everyone in the school on raising standards of writing;
 - the increasing use of writing skills in other subjects;
 - the quality and use of on-going assessment to inform future planning;
 - teachers' high expectations of pupils' work;
 - the grouping of pupils according to their abilities.
78. By the end of Year 2, standards in speaking and listening are above the national average. Pupils pay close attention to what the teacher is saying and reply to questions with thoughtful comments and details. Throughout classes in Years 1 and 2, teachers use the correct technical words and encourage pupils to use them in English and other subjects. Pupils discuss their work in groups or pairs and listen carefully to each other's ideas and opinions. They enjoy listening to stories, particularly when they are told well. Learning support assistants work effectively to ensure that all pupils understand the learning objectives and this is especially so for pupils with special educational needs.
79. By the age of 11, standards in speaking and listening exceed the national average. Teachers plan opportunities for speaking and listening either in whole-class situations, in pairs or in group work. For example, in a Year 6 lesson on punctuation, pupils were using a piece of unpunctuated text from *Beowulf*. They discussed why they had used specific punctuation marks to make sense of the text. They debated unknown vocabulary, such as 'mead-benches' and 'shrithed'. The mature way in which the pupils worked contributed to their understanding of citizenship. Pupils are confident when speaking in front of the class and do it very well, speaking with conviction on the issues raised.
80. By the end of Year 2, standards in reading are above the national average and pupils make good progress. They read storybooks aloud and with understanding. They enjoy talking about the characters in the story and usually describe them well. Many pupils predict what might happen next in the story. Pupils have a good knowledge of letters sound and use this knowledge to help decode new words. Most pupils know and understand such terms as 'author', 'publisher', 'illustrator' and 'blurb'. Pupils are confident in explaining the difference between fiction and non-fiction books, as was observed in a very good lesson in Year 1 in the library. They know how to use simple indexes and the contents page to find facts in information books. The majority of pupils read at home to

their parents or carers. Each pupil has a reading diary in which books they have read are recorded together with useful comments on how well they read. Parents also have the opportunity to record their comments in these diaries. However, a few pupils read very infrequently at home and, therefore, their progress is impeded.

81. By the age of 11, standards in reading are above the national average and pupils make good progress. Most pupils are very keen to read and are fluent when reading aloud. They discuss with understanding what they have read and make value judgements about the characters in the story. During English lessons, the text chosen is often very challenging. For example, in *Beowulf, the story of a hero*, the pupils read well words such as 'sinew', 'slobbering', 'vengeance' and 'mangled' and could often explain the meaning. They know several well-known authors. The majority of pupils choose their own reading books and just a few read from a published reading scheme book. Pupils have lessons in the library to develop their library skills and, therefore, know and understand how to find and use information books to aid their research.
82. Progress in writing is good. By the end of Year 2, standards are above the national average. In lessons, pupils are taught key skills of punctuation, grammar and spelling. These skills are used well in other subjects and have helped raise standards in writing. Computers are used to support literacy skills. For example, in a Year 1 class, pupils were typing sentences such as 'I have a brother. He is fair' and using the dictionary to check their spellings. In the Year 2 classroom some interesting and amusing poems the pupils had written were on display. They showed that they had good knowledge of rhyming, for example 'Now I'm eight I can go the fete'. Pupils are given a good range of opportunities for writing that include stories, letters, poetry and simple instructions.
83. By the age of 11, pupils' standards in writing exceed the national average and they make good progress. The writing is varied and interesting, and pupils have the opportunity to write for different audiences; for example, stories, play scripts, letters, book reviews, reports, persuasive writing, diaries and biographical writing in role. Pupils also edit and redraft their work. Opportunities are given to pupils to write about the life of people in other countries, thus further developing their opinions and ideas of other cultures. Most pupils use punctuation such as commas, exclamation and speech marks and apostrophes correctly and use them well in other subjects. The use of computers to enhance literacy is effective.
84. Handwriting throughout the school is neat and well presented, and pupils obviously take pride in producing work of quality. Pupils in Year 2 use joined-up writing and it is neatly presented. Pupils in Years 3, 4, 5 and 6 use joined-up writing or have developed their own individual style. However, there are weaknesses in pupils' spelling; too often high frequency words are incorrectly spelt. All pupils' work is always marked and usually comments are made to indicate how they can improve their work. There are good links with other subjects throughout the school, for example history, geography, art and design and science.
85. Pupils have good attitudes to their work. They take care with the presentation of their work and always try hard to succeed. Their behaviour is good and most sustain concentration and interest throughout the lesson.
86. The school has put considerable time and effort into improving pupils' literacy skills, with particular emphasis on spelling and boys' writing. The school has delivered government schemes to raise the standards in English, such as Early Literacy Support for Years 1 and 2, Additional Literacy Support for Years 3 and 4, and Further Literacy Support for Year 5. All these initiatives have been successful in raising standards. The school has achieved and exceeded its targets for 2001 and 2002.

87. Overall, the quality of teaching and learning in Years 1 and 2 is satisfactory. It ranges from unsatisfactory to very good. In the very good lesson there was a very brisk pace to the lesson and good demonstration of a story plan, learning objectives were shared with the pupils, and the management of the pupils was very good. Pupils' learning was very good because the teacher motivated them and held their interest throughout the lesson, pupils were acquiring new skills and knowledge, and their progress was very good. Other teaching, whilst being satisfactory, could be improved with better classroom management, and pupils not sitting on the carpet for long periods of the lesson.
88. The quality of teaching and learning in Years 3, 4, 5 and 6 is good. Teachers plan lessons effectively and different tasks are planned for pupils with various capabilities. The learning objectives are shared with the pupils and, therefore, they are fully aware of what they are supposed to learn by the end of the lesson. There were good question and answer sessions that developed pupils' speaking and listening skills. Teachers manage the pupils well, including those with special educational needs, and behaviour is good. In the very good lesson in Year 6, the teacher was very enthusiastic and the pupils reacted well by trying very hard with their work. The pace of this lesson was extremely brisk and the teacher had very high expectations of behaviour and pupils' work. It was a joy to watch such a very good teacher in action and the response she received from the pupils.
89. Overall, pupils' attitudes to their work are good, and at times very good or excellent, and they react positively to their work during literacy lessons and sessions in the library. Pupils' behaviour is good and most sustain interest and concentration when there is a brisk pace to the lesson and rise to the challenge when activities are interesting. Relationships between staff and pupils are good. This underpins the successful management of pupils' behaviour. Pupils work well together in pairs or groups and these sessions support and extend their social development. Only one lesson in drama was observed during the inspection. However, when pupils were given the opportunity for 'hot seating' (taking on and speaking in a specific role) they were very confident and well motivated, and spoke clearly in front of the class.
90. The subject is led effectively by the co-ordinator. She is aware of the strengths and weaknesses in the subject and through the literacy action plan is working to address the weaknesses. Assessment procedures are good and all pupils have general targets, but also ones that relate to their specific needs for improvement. The results of assessment are used well to inform future planning. There are policies and guidelines to support teachers in the planning of English. Work samples are moderated at staff meetings to ensure that teachers are fully aware of what is required to meet a particular level in the National Curriculum. The co-ordinator and the headteacher monitor the teaching and learning in this subject.
91. Resources meet the needs of the English curriculum well. The school is well equipped with reading books and published schemes, and there are sufficient reference books to meet the needs of the pupils doing personal research. Pupils have the opportunity to use the computer suite to support their learning. Homework is given on a regular basis and most pupils complete the tasks given.

MATHEMATICS

92. In the last full inspection, mathematics was judged to be well below average at the end of Year 2 and below average at the end of Year 6. Standards now are above average in both age groups. Except in 2000, which was a poor year, standards have been rising steadily, but 2002 has seen the school's best ever results. 86 per cent of pupils reached Level 4, which exceeded the challenging targets set by the school and the local education authority. It showed very good improvement on this group of pupils' attainment at the end of Year 2 and shows that they have achieved very well. Girls performed slightly better than boys, but not by a significant amount. The considerable improvement has been gained through a concentrated endeavour by all concerned. In particular, the school has:
- effectively implemented the National Numeracy Strategy;
 - embarked on a professional development programme in which all staff have received additional training;
 - established a programme of lesson observations to further develop teachers' skills;
 - conducted a rigorous analysis of test results to identify pupils' strengths and areas of weakness;
 - used results of analyses to guide planning and target groups for support programmes;
 - effectively delivered a series of support programmes to enable pupils to reach the appropriate level and extension programmes to challenge the more able pupils;
 - concentrated on a revision programme, including the use of the computer suite.
93. By the end of Year 2, most pupils read, write and order numbers to 100, and many can go further. In three-digit numbers, they know the value of each digit. They are confident in counting forward and backwards in ones and tens. They have a good recall of number facts and use appropriate vocabulary related to addition, subtraction, multiplication and division. Most see the links between addition and subtraction and between multiplication and division. They know that halving is the opposite of doubling. They use their knowledge to solve problems. For example, they drew on their knowledge of mathematical facts to find out how many eyes six people have if one person has two eyes. Similarly, in order to divide by two, they shared articles with their friends. They measure items around them, such as books, pencils and desks, to the nearest centimetre, and used metres and centimetres when measuring each other's height. They name and give descriptions of a variety of two-dimensional and three-dimensional shapes, such as triangles, rectangles, squares, cubes, spheres, cuboids and cylinders.
94. By the end of Year 6, most pupils have developed their understanding of number and place value to six digits. They understand number sequences including square and triangle numbers. They solve a variety of problems, choosing the correct operation, and check their answer using the inverse operation. For example, having multiplied £4.25 by 14, they know that if they divide their answer by 14 they should arrive back at £4.25. Most have a sound understanding of fractions, decimals and percentages, and know how they relate to each other. They classify a variety of quadrilaterals and can work out the perimeter and area. They collect and represent data in different ways and use their information to solve problems. For example, they created a line graph to show the conversion of pounds (lbs) to kilograms (kg). They solved other real-life problems when working out costs for a holiday to Portugal, and made a graph of the difference in temperatures between the Algarve and London.
95. Teachers' planning takes account of the different abilities within the group, and for the most part pupils are appropriately challenged. The grouping of pupils by ability rather than age is having a beneficial effect on standards in enabling pupils to work with others of similar ability. However, care must be taken to ensure that there is still work set within each group to cater for different levels of ability, and more thought needs to be given to pupils who are advanced to Year 6 and then have to cover that curriculum again. Pupils

with special educational needs are well supported in class by learning support assistants and teachers, enabling them to make good progress. Good attention is paid to including all pupils in the set tasks, and this is being achieved. Appropriate emphasis is placed on number work and this is having a beneficial effect on standards. However, it does mean that investigations and problem-solving activities are somewhat under-emphasised and pupils are less confident working in these areas.

96. No unsatisfactory lessons were observed in mathematics, and the overall judgement is that teaching is good. A lot of initiatives have been put in place to raise standards and some of these have involved the quality of teaching. Results indicate that these have been very successful. Particular strengths in observed teaching were:
- thorough planning in line with the National Numeracy Strategy, with clear lesson objectives made known to pupils;
 - clear and well-structured teaching enabling all pupils to understand;
 - a brisk pace in the introduction, which is then maintained throughout the lesson;
 - all pupils being included, challenged and involved in all the activities;
 - good support being given to those who need it, especially pupils with special educational needs, either by the teacher or the learning support assistant;
 - good attention being given to pupils trying out different ways of calculating;
 - good attention being given to the use of correct mathematical vocabulary;
 - very good relationships, leading to a purposeful working atmosphere.
97. Where some or all of these aspects were evident, pupils enjoyed their work, tried hard, and made good progress. Even within otherwise satisfactory lessons, there are some elements that need improvement. They include:
- ensuring that all pupils are involved in the opening activity;
 - ensuring that behaviour management techniques, such as writing names on the board, are used appropriately and, therefore, do not become meaningless;
 - ensuring that prior attainment is used appropriately to determine the level of tasks set.
98. Pupils are frequently encouraged to work with partners or in small groups. This is proving very beneficial in developing their understanding of mathematical concepts. In addition, it is contributing well to their social development. Very often, pupils are required to work independently whilst the teacher concentrates on a particular group. This too is beneficial and contributes to their moral development.
99. Numeracy is used well in other subjects. For example, a variety of measurements are made in science, involving time, distance and weight, during experiments. Graphs are used in geography to record temperature and rainfall. Pupils use measurements when making articles in design and technology. These may involve centimetres when they cut out materials, or grams when they weigh for cooking. Pupils use four-digit numbers when looking at time lines in history.
100. Leadership and management in the subject are good. Even though the co-ordinator is absent on maternity leave, the position is being temporarily filled very effectively by the headteacher. This is ensuring that all the initiatives that have recently been started are carried forward and that new ones are introduced. Teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively, and number work in particular is developing well. Frequent mini-tests through the school's '55 Club' and '75 Club' are effective in promoting quick recall of number facts. Pupils have some ability to use information and communication technology to develop their mathematical knowledge, skills and understanding, although none of this was observed during the inspection. The school uses statutory and non-statutory test materials on a regular basis and results are used well to track pupils' progress from year to year. There is a good supply of resources

to support teaching. The number games library is a good idea, but needs a relaunch to get it up and running effectively. Good progress has been made since the last inspection.

SCIENCE

101. By the end of Year 2 and Year 6, standards are well above average. However, in Year 2, more-able pupils are capable of achieving higher standards. Teachers are not sufficiently clear of what pupils need to do in science to achieve the higher Level 3 and work does not always extend more-able pupils. Across the school, pupils with special educational needs make good progress because work is matched carefully to their learning needs.
102. Standards have improved since the previous inspection as the result of:
 - improvements in the quality of teaching;
 - good emphasis on the experimental and investigative aspect of the subject;
 - pupils successfully using and apply literacy and numeracy skills to support their learning.
103. Pupils show very good application of literacy skills, especially when writing up results of investigations and experiments. They respond particularly well to teachers' expectations that work is to be presented neatly with accurate punctuation and spelt correctly. Numeracy skills are used accurately, particularly in measuring and in reading scales, for example on a thermometer. Mental arithmetic skills are used well; for example, in Year 3 when pupils calculate the amount of stretch in a pair of tights, such as '420cm subtract 350cm equals 70cm'.
104. Standards in experimental and investigative science are good. By the end of Year 2, pupils show good skills when they investigate how materials can be changed by stretching and squashing. In Year 4, pupils carry out a good investigation into thermal insulators in which they read thermometers accurately and apply their skills in information and communication technology when entering results into a spreadsheet. They understand the importance of a 'fair test'. By Year 6, pupils are confident in making predictions and understand the importance of variables when conducting experiments. They show good skills in drawing conclusions.
105. By the end of Year 2, pupils show a good knowledge and understanding of living things and life cycles. Pupils classify correctly foods into categories, including meat, dairy and vegetables, and they have a good awareness of the importance of exercise for keeping their bodies fit and healthy. Pupils build successfully on this good start and by Year 5 show a good knowledge and understanding of the life cycles of plants, including the main reproductive organs of flowers. They understand and explain the terms 'germination' and 'pollination'.
106. Standards of work in the study of materials and their properties are good. By Year 2, pupils show good knowledge of materials that are natural and those that are man-made. They understand the effects of heating and cooling; for example, how heat changes a cake mixture into a cake and that it cannot be changed back. By Year 4, pupils know that materials can be classified into solids, liquids and gases. In Year 6, pupils show a good understanding of reversible and irreversible changes in materials. They understand the terms, 'evaporation', 'condensation' and 'filtration'.
107. In the study of physical processes, standards are good. By the end of Year 2, pupils know that a force can be a push or pull. Pupils build successfully on these skills and by the end of Year 6 understand the effects of gravity and know and explain the terms 'balanced' and 'unbalanced' in relation to forces.

108. Teaching is good and contributes to the good standards achieved. Teachers show good subject knowledge and make lessons interesting through providing pupils with good opportunities to investigate and experiment. Explanations and demonstrations are clear and capture the attention of pupils; for example, in Year 5, when the teacher dissected a lily to show its reproductive organs. In lessons, work is matched carefully to the different learning needs of pupils. For example, in a Year 4 lesson on thermal insulators, more-able pupils had to write up their investigation with no support. Average ability pupils were given a worksheet 'model', with below average pupils being given key words. Pupils with special educational needs were given a pictorial representation that they had to label. As a result, they all worked hard and achieved well.
109. The co-ordinator is in her second year of teaching and newly in post as co-ordinator. She is enthusiastic and has already carried out an audit of the subject. Through her detailed action plan she has identified the need to develop the assessment of pupils' learning in the subject. In particular, she recognises the need to develop a portfolio of pupils' work that is matched to the levels of the National Curriculum to help teachers understand what pupils need to do in order to reach each level. Resources are good and used effectively to support pupils' learning.

ART AND DESIGN

110. Due to timetabling commitments only one lesson was observed. However, the lesson observation and additional evidence gained from discussions with staff and pupils, an analysis of pupils' past and present work and displays, indicate that standards exceed national expectations for pupils of a similar age in Years 1 and 2 and in Years 3, 4, 5 and 6. These findings are an improvement since the last inspection, when they were judged to meet national expectations. Pupils, including those with special educational needs, make good progress in their work, which results in progress over time being good in all year groups.
111. Pupils are provided with good experiences to use and apply paint, oil pastels and crayons in a variety of ways. Many pictures show a good understanding of colour mixing in paint and colour blending in oil pastels. For example, pupils in the Year 2 class have produced some wonderful landscapes in which the colours are blended into each other and they have a mystical feeling about them. All these landscapes were of very good quality and the pupils had obviously taken great pride in their work. Pupils in Year 3 were observed learning about how to paint colour washes and the different effects when using wet or dry paper. The teacher gave a good demonstration on how you could achieve a colour-washed background. On display were beautiful paintings of African dancers by Year 6 pupils. The background had been given a wax-resist colour wash and the dancers had been painted in watercolours and acrylic paints. The pupils had very successfully brought great movement into their drawings of the dancers. The results were striking and colourful pictures of African ladies dancing.
112. The good quality of art throughout the school would indicate that pupils have good attitudes to art and this was apparent in the lesson observed. They enjoy seeing their work on display and having their teachers and classmates praise it. Pupils talked positively about their art lessons.
113. The quality of teaching and learning in the one lesson observed was good because the teacher ensured that the pupils knew and understood the learning intentions. She demonstrated very carefully the technique of colour washing and because of this the pupils produced work of good quality. Their behaviour was good and they made good progress during this lesson in acquiring new skills and knowledge. They worked co-operatively together, thus extending their social development. Although some classes had sketchbooks to give pupils the opportunity to try out their designs first and improve their

drawing techniques, inspection evidence shows that they are not used consistently throughout the school.

114. The newly appointed co-ordinator has no time to monitor the teaching and learning of this subject. Useful schemes of work are used to aid teachers' planning. However, the co-ordinator is not entirely happy with them and intends to amend them to meet the needs of the school and will be amending the policy at the same time. A portfolio of pupils' work has recently been started to show progression over time. The annual report to parents should record pupils' progress in art and design, but at the moment art is often teamed with music and this is unsatisfactory. Assessment consists of pupils' completing observational drawings every half term. Assessment procedures require further improvement. The school kiln has been out of action for a time. However, a new kiln has very recently been installed. Resources are good and support the art curriculum well.

DESIGN AND TECHNOLOGY

115. By the end of Year 2, standards meet expectations for 7-year-olds and pupils, including those with special educational needs, make satisfactory progress in their learning. By the end of Year 6, standards exceed expectations for 11-year-olds and progress for all pupils is good.
116. Pupils apply successfully their literacy skills in the subject. For example, in Year 2 pupils write good instructions in a numbered list for making finger puppets. In Year 4, pupils write good evaluations of their purses, such as, 'You could improve it by having a paper money slit pocket and a photograph pocket'. Numeracy skills are applied accurately, particularly in measuring items before cutting and in measuring ingredients for food technology. There is little evidence of pupils using information and communication technology skills to support their learning.
117. By the end of Year 2, pupils show good skills in designing and making finger puppets. Written instructions are clear and detailed and pupils show satisfactory skills in sewing to complete the finished product. In Year 4, pupils develop these skills successfully when they design and make purses and show good application of textiles skills in completing their product. In Year 6, pupils' designs for hats show very good design skills in which they apply art and design skills in very impressive sketches of their designs. Finished products are of a high quality and pupils show good skills in evaluating their products; for example, 'The most difficult part was sticking all the small sequins around the wizard signs'. The current work in Year 6 on designing and making slippers is most impressive, with very high quality finished products showing excellent use of joining techniques.
118. Teaching is good and contributes to the good standards achieved by the end of Year 6. Teachers show good subject knowledge and, for example in Year 6, the modelling of their own designs inspires and motivates pupils. Teachers place a strong emphasis on pupils using and applying literacy skills in the design and evaluation stages. In lessons, pupils respond to high expectations and work hard with good concentration. They take justifiable pride in their finished products.
119. The subject is effectively led and managed. The co-ordinator recognises the need to develop assessment procedures in the subject. Resources are good and used effectively to support learning.

GEOGRAPHY

120. In the last report, raising standards in geography was a key issue, as they were below expectations. Steady improvement has been made and is still being made. Standards now meet expectations at the end of Year 2 and the end of Year 6. The improvement is largely due to the high profile that international education has within the school. The skills, knowledge and understanding brought back by teachers from their visits abroad are having a marked impact. For example, in a Year 1 lesson in the library, pupils were fascinated by the globe and this led to discussions on how to find Uganda. This then drew on the teacher's experiences having visited Uganda, which brought the country alive for the pupils. This is having a very strong impact on pupils' cultural development. Good improvement has been made since the last inspection.
121. By the end of Year 2, pupils have a basic understanding of human and physical features of a place, and many distinguish between the two. For example, they could identify land, sea, lakes, rivers and mountains on a physical map, and towns and buildings, such as a post office, on a political map. They know the features of an island, having water all around. They know the countries of the British Isles and some can place Bristol on a map of England.
122. By the end of Year 6, many pupils understand the effect of human and physical processes on the environment. For example, they considered the effect of a new by-pass for Whitchurch that would cut right through the school's playing field. This encouraged pupils to think about the pros and cons of any change and how it affects the lives of inhabitants. Most pupils have a sound understanding of the weather, including world weather. They have used weather-recording equipment such as anemometer, rain gauge, wind vane and thermometer. They have compared weather using a line graph of information from Whitchurch and Uganda. They understand weather symbols and have downloaded weather forecasts from the Internet. Most talk about countries that are hotter or colder than Britain. A good feature of pupils' work is the topic, 'What's in the news?' This led to an investigation into cities in the U.K. that were bidding to become the European Capital of Culture.
123. Of the two geography lessons observed, one was satisfactory and the other was very good. This, together with analysis of teachers' planning and pupils' work, indicates that teaching is at least satisfactory, and in some cases better. A good range of activities is undertaken and pupils are well motivated. Good attention is paid to careful presentation and work is neat and tidy. This was an issue raised in the last inspection and has been well addressed. In the very good lesson, pupils were all well motivated at the start, which continued throughout the lesson. This was less evident in the satisfactory lesson, with some pupils losing attention and chatting towards the end. All pupils are fully included in the lessons and pupils with special educational needs are well supported. This enables them to make at least satisfactory progress.
124. As recommended in the last inspection, the scheme of work from the Qualifications and Curriculum Authority is now being implemented throughout the school. This is being adapted slightly to make use of knowledge gained by teachers in their visits. For example, pupils have drawn maps of their locality and written about local features. These have been sent to pupils in a school in Hungary. Pupils there have replied by sending similar information about their locality, and thus comparisons have been made. Other comparisons are made with Romania, Uganda and Cuba. The curriculum is considerably enriched by resources and first-hand information from other countries and cultures. This has been supplemented by visits to the school, such as that by an African dancer and musician. The opportunities taken by teachers to take part in an international education programme have had a tremendous impact on geography in the school and on pupils' cultural and multi-cultural development.

125. Geography has a new co-ordinator, who is well qualified and enthusiastic to take the subject forward. Much has already been done, but there are further plans to hold a 'Euro Day' in 2003, to establish a link with the southern hemisphere, and to apply for an International Schools Award. Geography and international education certainly has a high profile in the school and is set to develop even further. Pupils' knowledge and understanding is developing well alongside this. Good links are made with other subjects, including literacy, numeracy, music and physical education. Areas for development are assessment and increasing the role of the co-ordinator to include monitoring of teaching. Both these are already on the geography action plan.

HISTORY

126. Due to timetable restraints it was not possible to observe history being taught. However, from evidence gathered from analysing pupils' work, studying teachers' plans and discussions with pupils and teachers, it is possible to judge that pupils' attainment meets national expectations. It is not possible to make a secure judgement on the quality of teaching. The school has maintained standards since the previous inspection. Pupils, including those with special educational needs, make satisfactory progress.
127. By the age of 7, pupils have a sound knowledge of the passing of time. They understand the differences between everyday objects from the Victorian times and present day and record their ideas. For example, old and present day irons, the differences between Victorian toys and their own, old houses in Whitchurch and photographs and pictures. By the age of 11, pupils achieve sound standards and have knowledge and understanding about the passage of time and different periods in the past. Pupils in Year 3 have studied the Ancient Egyptians. In Year 4, pupils have sound knowledge of the life and times of Henry VIII and explain what happened to his wives and why certain events took place. Year 5 pupils know about Greek Gods and why the Ancient Greeks believed in so many gods. Pupils from the Year 6 class talk about their work of Tudor exploration and know and recall the voyages of Christopher Columbus and John Cabot. In art, they had drawn the sailing ship 'Matthew', the one used by Cabot. They know that Sir Walter Raleigh was the first person to circumnavigate the world. Pupils use the computer suite to research information about their work, for example the Ancient Greeks. There are effective links with other subjects, including information and communication technology, art and design and music. Pupils' written work indicates that skills learnt in literacy lessons are used well in their history topics. From discussions with the pupils it is obvious that they enjoy history. Their enthusiasm shows in their eagerness to answer questions and participate in discussions. Pupils' recorded work is generally well presented.
128. The co-ordinator has some time away from her own class for her role, but does not monitor the teaching and learning in the subject. She checks teachers' planning to ensure all aspects of the scheme of work are covered and the policy statement has recently been updated. Assessment procedures are unsatisfactory; although some pieces of pupils' work have been retained there is not a complete portfolio to be able to judge pupils' progress over time or their level of attainment. Resources are adequate to meet the needs of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. By the end of Year 2, standards are below national expectations because pupils have insufficient regular opportunities to use computers to support their learning. By the end of Year 6, standards meet national expectations and the school has addressed successfully the key issue from the previous inspection. Progress is unsatisfactory in Years 1 and 2, but satisfactory in Years 3 to 6. Pupils with special educational needs make the same

progress as their peers. Standards in Years 3 to 6 have improved as the result of greater teacher confidence and the enthusiasm of more recently appointed staff.

130. Pupils use and apply successfully their literacy and numeracy skills in the subject, although this is stronger in Years 3 to 6. In Year 3, pupils use their word-processing skills well in their factual accounts of the Festival of Diwali. In Year 4, pupils show good skills in creating the front page of the 'Tudor Times' with eye-catching headlines, such as, 'Henry Beheads His Wife'. In Year 4, pupils show good application of numeracy skills when they enter data into a spreadsheet and from that use the program to create graphs.
131. By the end of Year 2, pupils show satisfactory skills in using a graphics program to create pictures in the style of Mondrian. They use a data-handling program to present graphs, but there is little evidence of word-processing. In Year 3, pupils show good skills in combining text and 'clip-art' when they present key facts on life in Ancient Egypt. In Year 4, pupils use word-processing skills imaginatively when they write poems on 'Animals'. In Year 5, pupils use a graphics program to show plans of the school grounds and how these could be improved. They are confident in the use of the Internet, for example, in evaluating websites on Ancient Greece and how user friendly they are for children of their age.
132. Teaching is satisfactory overall, with lessons taught in the 'ICT-Suite' being good. However, teachers do not use classroom-based computers regularly enough to support pupils' learning and this makes the overall teaching satisfactory. During the inspection, few classroom-based computers were used and there were missed opportunities, for example, in Year 5 where pupils were writing diary extracts in a literacy lesson. In lessons in the 'ICT-Suite', teachers show good subject knowledge and confidence in teaching the subject. Demonstration skills are good, particularly in using the computer connected to a projector to show key skills on the large screen. Teachers support pupils effectively by moving around the 'ICT-Suite' and ensuring that where one-to-one support is needed it is given. One lesson was unsatisfactory because the introduction was not clear and the teacher attempted to cover too much ground for pupils in Year 2.
133. The subject is led and managed effectively by the knowledgeable co-ordinator and this contributes to the improved standards by the end of Year 6. He has a detailed action plan, with the main focus on the imminent total refurbishment of the 'ICT-Suite', including hardware and furniture. In addition, each classroom will have two new computers linked to the school's network. The refurbishment is planned to provide very good resources and the co-ordinator is aware of the need to monitor the use of the new classroom-based computers to ensure they are being used to support pupils' learning.

MUSIC

134. There was insufficient evidence to make judgements about standards in Years 1 and 2, but by the end of Year 6, standards are below expectations. This is a similar judgement to the last inspection, so satisfactory progress has not been made. However, a new co-ordinator is in place and a new scheme of work has been introduced which augurs well for the future.
135. Pupils' singing is satisfactory. They sing a variety of well-known songs, mostly in time and in tune. The parts they know particularly well, such as the choruses, they sing with enthusiasm, but are more hesitant when it means reading the words. Many have difficulty with higher notes and this is associated with weaknesses in the breathing technique.
136. Only two music lessons were observed and one of these was a rehearsal for a Carol Concert at Bath Abbey. Any judgement on teaching would, therefore, be unfounded. However, it does appear that strengths lie in the management of pupils and the efforts

made to involve all, including those with special educational needs, in the set tasks. An area for development is to ensure that when songs are being rehearsed, pupils do actually practise the parts that are not good enough. Examples were seen where the song was simply sung through without going over certain parts to improve them.

137. The co-ordinator has only been in post for a very short while. However, she has made a good start in improving the curriculum and raising the profile of music in the school. This is very recent and has not yet had sufficient time to affect standards. However, there are gaps in pupils' experiences which need to be filled, and a new scheme of work has been introduced that will do this by ensuring coverage of the requirements of the National Curriculum. The scheme is proving beneficial, especially for teachers who are less confident with music teaching. The school's participation in international education is having a positive impact on pupils' musical experiences and their cultural development. For example, they have sung Hungarian songs and have been visited by an African musician. Another strength is the opportunity given to pupils to play a musical instrument, either the recorder in Year 3 music lessons, or the guitar, violin or keyboard with peripatetic teachers. These pupils do have opportunities to perform, but this aspect needs developing further. Music is usually playing when pupils enter and leave the hall for assembly, but nothing is said about the music, the composer, or the instruments that can be heard, thus missing opportunities for developing music appreciation.
138. High on the list for developing music in the school should be:
- fully implementing the new scheme, especially composition, with pupils recording their work either graphically or in traditional notation;
 - developing a 'user friendly' system of assessment;
 - enabling the co-ordinator to monitor the subject, including lesson observations;
 - ensuring that pupils can read the words projected on the wall during assemblies.

PHYSICAL EDUCATION

139. Standards at both the end of Year 2 and the end of Year 6 meet national expectations. However, within the subject, there are variations. For example, in games, the performance of pupils in competitions against other schools would indicate a good standard, but in gymnastics standards are below expectations. By the end of Year 6, all pupils meet the national expectation of being able to swim 25 metres unaided.
140. In Year 1, pupils show a satisfactory control of their movements in dance. They respond appropriately to external stimuli such as a candle burning, words and music to enable them to create their dance. This provides good links with literacy and music, and makes positive contributions to pupils' spiritual and social development. All pupils participate fully, including pupils with special educational needs, one of whom is very well managed by the learning support assistant. In Years 2 and 3, pupils' gymnastic ability is below expectations. It is limited by the opportunities provided for them to develop their skills through planning, performing and refining their own sequences. In Year 4, pupils work well together in dance, showing good quality movements and good co-operation. They respond well to Gershwin's *Rhapsody in Blue* to portray cats waking up and stretching. Pupils in Year 3 go swimming for two terms and pupils from Years 5 and 6 go in the summer term. Many perform well at the annual Keynsham Schools' Swimming Gala.
141. In the teaching of physical education, the two lessons of dance observed were good, whereas the two lessons of gymnastics were unsatisfactory. In the good lessons, pupils were well managed and well motivated. They were able to rehearse their dance and make good progress. All pupils were fully included and working together provided good opportunities for social development. In both gymnastics lessons, pupils spent too much time sitting around, being totally inactive. Apparatus was set out so that only one person from each group worked whilst the others waited their turn. The lack of activity meant that

there was too little opportunity to practise and, therefore, progress was minimal. Furthermore, pupils lack the opportunity to evaluate performances when demonstrations have been given and this too inhibits pupils making as much progress as possible. In some lessons, in both dance and gymnastics, not enough attention is given to aspects of health and safety. For example, some pupils wear jewellery and long hair is not tied back.

142. Although the subject is being temporarily managed by another member of staff, physical education has suffered from the co-ordinator's long-term absence. A scheme of work has been introduced, but it is not sufficiently detailed in lesson planning, particularly for gymnastics, to ensure that teachers know exactly what is to be taught and how. Allocated time in Years 3 to 6 is less than that recommended and this too affects standards. Teaching in games has benefited from the 'TOPS' scheme, where equipment is provided and coaches show how it should be used. In addition, pupils benefit from the extra-curricular coaching in football and cricket, although these have to be paid for. Planning is monitored, but no lesson observations have been made to determine the quality of teaching. The storage of equipment in the hall, effective use of evaluation of work, and weaknesses in assessment procedures, remain inadequate since the last inspection. Leadership, teaching, in particular teachers' knowledge and understanding of the subject, and standards, are all less secure. Unsatisfactory progress has been made.

RELIGIOUS EDUCATION

143. By the end of Year 2, standards meet the expectations of the locally agreed syllabus and all pupils make satisfactory progress. By the end of Year 6, standards exceed the expectations of the locally agreed syllabus and pupils, including those with special educational needs, make good progress.
144. A significant strength of pupils' work is the very effective use of literacy skills when writing in the subject, with good application of spelling, grammar and punctuation. The subject makes a significant contribution to pupils' cultural and multi-cultural awareness, particularly through the study of the major world religions. There was little evidence of pupils using information and communication technology skills to support their learning.
145. By the end of Year 2, pupils show a satisfactory knowledge and understanding of the Christmas Story. They know that in the past monks used to copy Bibles by hand. Pupils show some understanding of the Ten Commandments and stories from the Old Testament. They show a good understanding of the Jewish festival of Hanukkah. By Year 4, pupils retell the story of Guru Nanak and show a good knowledge and understanding of the Sikh code of conduct and Sikh artefacts. Pupils show a very good knowledge of the Christmas Story and recognise that the story can be told from different points of view; for example, The Three Wise Men and The Shepherds. When the teacher reads the story from Matthew's Gospel, many pupils point out straight away that the Shepherds do not feature. By Year 6, pupils know and explain the key symbols and festivals of many religions. They apply literacy skills successfully when they carry out research into how Muslims fast and the food they eat. They know about the Five Pillars of Islam.
146. Teaching is good and contributes to the high standards achieved at the end of Year 6. One excellent lesson was observed in Year 6 where through inspirational teaching about the festival of Eid, pupils were so engrossed in their learning that they did not want the lesson to end. Subject knowledge is good and teachers make good use of artefacts and displays to make the subject interesting for pupils to study. Teachers promote good quality discussions in lessons and give pupils many opportunities to express their views and feelings. For example, one pupil volunteered after singing *We Three Kings*, 'I think the fourth verse is very sad, it's really about when Jesus died'.

147. The co-ordinator was absent during the inspection, but her planning file indicates that the subject is successfully led and managed, and this has a positive effect on standards. Resources are good. There is a wide range of books, artefacts and videos to support pupils' learning.