

# INSPECTION REPORT

## **ST ANNE'S CE PRIMARY SCHOOL**

Oldland Common, Bristol

LEA area: South Gloucester

Unique reference number: 109159

Headteacher: Mrs C Amos

Reporting inspector: Ian Nelson  
2220

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> May 2003

Inspection number: 246882

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Road  
Oldland Common  
Bristol

Postcode: BS30 6PH

Telephone number: 01454 862500

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Appropriate authority: The governing body

Name of chair of governors: Mrs Ann Coales

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|---------------|----------------------|--|--|
| 2220         | Ian Nelson    | Registered inspector | Information and communication technology (ICT)   | What sort of school is it?<br>Standards, results and achievements<br>Leadership and management<br>What the school should do to improve |
| 1329         | Kevern Oliver | Lay inspector        |  | Attitudes, behaviour and personal development<br>Care of pupils<br>Links with parents  |
| 12172        | Wendy Knight  | Team inspector       | Science<br>Design and technology (DT)  | Quality of teaching and learning   |
| 7593         | John Collier  | Team inspector       | English as an additional language<br>English<br>Music  |  |
| 21816        | Beryl Thomas  | Team inspector       | Geography<br>History   | The curriculum   |
| 21245        | William Lowe  | Team inspector       | Mathematics<br>Physical education (PE)   |  |
| 25074        | Joyce Cox     | Team inspector       | The Foundation Stage<br>Educational inclusion<br>Special educational needs<br>Religious education (RE)<br>Art and design |  |

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

### **INFORMATION ABOUT THE SCHOOL**

|   |                       |
|---|-----------------------|
| Number on roll                                      | 375 (above average)   |
| Pupils entitled to free school meals                | 10.9% (below average) |
| Pupils whose mother tongue is not English           | 0                     |
| Pupils on the register of special educational needs | 14.9% (below average) |

St Anne's is a voluntary controlled Church of England primary school for four to eleven-year-olds situated on the outskirts of Bristol but taking pupils from an area beyond its immediate surroundings. Pupils come from a range of private, local authority and housing association houses. There are very few pupils from ethnic minority backgrounds and none with English as an additional language. Of the pupils with special educational needs these include pupils with specific, moderate and severe learning needs, emotional and behavioural needs, multi-sensory impairment, speech and communication problems and autism, as well as physical disabilities. Attainment on entry to school is broadly average. The school has been through a very unsettled period, including a number of staff changes, five terms without a permanent headteacher in post and extensive rebuilding work that is running behind schedule.

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

This is an effective and improving school. Overall leadership is good, with a very clear vision of what needs doing to improve the school further. Good management has led to improved systems for checking how well the school is doing, setting priorities for improvement and ensuring those improvements take place. These systems now need to be consolidated and built upon to ensure improvement continues. While teaching is satisfactory overall, there are signs that it is improving, particularly in the junior classes, and that pupils are making faster progress as a consequence. Standards are satisfactory overall but more pupils are now attaining the higher levels in the national tests at eleven and in reading at seven. However the numbers reaching the higher levels in writing at seven are below average and standards in design and technology across the school are not good enough. Overall the school provides good value for money.

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

- The headteacher has a very clear view of what needs to be done to improve the school further and shares this effectively with staff and governors.
- Standards in art and speaking and listening are above average by Year 6.
- The quality of care of all pupils, provision for their personal, social and health education, and the way those with disabilities are included in all aspects of school life are very good.
- The school provides a rich range of learning opportunities, including an excellent variety of after-school clubs and activities for pupils in Years 1 to 6.
- There are very good opportunities for parents to get involved in the school and find out how to help their children to learn at home.
- There is a significant amount of good teaching in Years 3 to 6.

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

- Standards and progress in design and technology are not good enough.
- The quality of presentation and handwriting in pupils' work is not good enough in some classes.
- The attainment and progress of pupils could be improved further.
- Attendance levels are poor, partly because too many parents take their children out of school for holidays in term time.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed all the key issues from the previous inspection in November 1997, except for raising standards in design and technology. Teaching is significantly better than it was with no unsatisfactory lessons observed during the inspection and there are systematic procedures for assessing pupils and tracking their progress, particularly in English and mathematics. As well as addressing the key issues from the last report the school has made significant improvements to the building, maintained standards overall and improved the leadership and management. Overall improvement since the last inspection has been good.

## 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 |      |      |                 | Key   |
|-----------------|---------------|------|------|-----------------|---|
|                 | all schools   |      |      | similar schools |   |
|                 | 2000          | 2001 | 2002 | 2002            |   |
| English         | C             | D    | C    | C               | well above average A<br>above average B<br>average C<br>below average D<br>well below average E |
| Mathematics     | C             | D    | C    | C               |   |
| Science         | C             | D    | B    | B               |   |

The table shows that in the 2002 annual tests for eleven-year-olds the school's results matched the national average, and those of similar schools in English and mathematics, and was above average in science. Standards dipped in 2001 in all three subjects before picking up again last year. The trend is for standards to rise broadly in line with those nationally. The targets for 2002 were 81% at level 4 or above in English and 78% in mathematics. Neither was met, English being short by 8% and mathematics by 2%. Targets for 2003 have been set at 75% in both subjects, to reflect the abilities and aptitudes of current Year 6 pupils. In the national tests for seven-year-olds, pupils gained above average standards in reading in 2002 compared with all schools and similar schools. In writing and mathematics standards were average. Over recent years standards have been consistently average in writing. In reading they have fluctuated between average and above average, while in mathematics the range has been from average to well above average in the last three years. The work seen during the inspection showed standards to be broadly average in all subjects at seven and eleven except for design and technology, where they were below average and in art where they were above. The proportion of pupils gaining the higher levels in the tests and the good progress made by those with special educational needs show that most pupils, including the higher and lower attainers, are suitably challenged and achieve well. Pupils with special educational needs make good progress because of the good support they receive.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Most pupils enjoy their lessons, pay attention in class and concentrate well on their work.  |
| Behaviour, in and out of classrooms    | Good. Pupils behave well in classes and around the school. They are polite and well mannered at all times.   |
| Personal development and relationships | Good. Pupils get on well with each other and with the adults they work with. Pupils with disabilities are particularly well integrated into school life. |

|            |  |
|------------|--|
| Attendance | Attendance is well below average, partly because so many parents take holidays in term time. |
|------------|--|

### TEACHING AND LEARNING

| Teaching of pupils in: | Reception    | Years 1 – 2  | Years 3 – 6 |
|------------------------|--------------|--------------|-------------|
| Quality of teaching    | Satisfactory | Satisfactory | Good        |

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

While teaching overall is judged to be satisfactory, much of that seen in lessons was good and some was very good or excellent. This indicates that teaching is still improving, particularly in the junior classes. Pupils learn basic skills in English and mathematics satisfactorily because teachers give these regular attention. They learn particularly effectively from the theme days or weeks and from special events focusing on a specific topic or subject. The pupils themselves say they learn more effectively from the practical sessions they have than from the more traditional lessons. Learning overall is satisfactory. Pupils with special educational needs learn effectively because of the good support they receive in class and in small groups outside lessons. Some teachers do not have high enough expectations of how well pupils will present their finished work so that too much of it is untidy. Most teachers manage behaviour effectively to ensure that pupils work hard and achieve their best. Teaching of English and mathematics, including literacy and numeracy, is satisfactory overall but improving. This is resulting in more able pupils learning faster and attaining higher standards in national tests at eleven. Teaching history at Year 6 in a focused block in the summer term instead of shorter lessons over the preceding terms results in pupils achieving good standards in the subject as well as increasing their enjoyment of it. Teaching of art and information and communication technology (ICT) is good and has resulted in a marked rise in standards.

### OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Good overall. The learning opportunities in Years 1 to 6 cover all subjects of the National Curriculum and are enriched with a wide range of special events and an excellent variety of after-school clubs and activities.  |
| Provision for pupils with special educational needs   | Good. Pupils with special educational needs are well supported and able to make good progress towards their targets as a consequence.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Opportunities for spiritual and moral development are good and those for social and cultural development very good. The school provides good opportunities for pupils to work together in lessons and to take an active role in influencing the management of the school through the school council.  |
| How well the school cares for its pupils  | Good overall. The school has a very caring atmosphere and teachers know their children well. There are some effective systems for tracking how well pupils are doing in English, mathematics and science and satisfactory assessment systems in other subjects. The staff have been particularly careful to ensure the safety of pupils during the current building work. |

Links with parents are very good and the vast majority have positive views of the school, although a small but vocal minority express largely unfounded criticisms. The school provides a very good range of opportunities for parents to get involved in their children's learning, including well-attended sessions on how to help their children learn at home.

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

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Good overall. The headteacher has a very clear view of where the school is heading and what needs doing to make it even better. She has introduced a good range of management systems to help the school identify priorities and work towards meeting targets. She is ably supported by the senior leadership team. |
| How well the governors fulfil their responsibilities             | Good. The governors are well aware of the main priorities and appointed the current head to restore stability after an unsettled period, tackle the tough issues that faced the school and to drive school improvement forward.   |
| The school's evaluation of its performance                       | Good. The head, governors and senior staff have clear systems now for checking how well the school is doing, building on its strengths and tackling the areas that need to improve further.   |
| The strategic use of resources                                   | Good. The school makes effective use of the resources it has to ensure good value for money. The head and governors have a satisfactory understanding of the principles of best value.  |

There are sufficient teaching and non-teaching staff in school and at least satisfactory resources for all subjects except design and technology (DT), where more are needed. Resources are good in art, music and physical education (PE). The school is currently undergoing extensive building work to replace inadequate accommodation. The current hall is too small and unsuitable for its present uses.

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

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• Parents feel comfortable approaching school with questions or problems.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Their children like school.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• How closely the school works with parents.</li> <li>• Information on how well their children are doing.</li> <li>• The leadership and management of the school.</li> </ul> |

Less than a quarter of the questionnaires sent out before the inspection were returned. The inspectors agree with what pleases parents most, except that teaching, while good in some lessons, is satisfactory overall. The inspectors disagree with the criticisms of a small number of parents. The school provides an excellent range of after-school clubs and activities that are well supported by pupils. It offers very good opportunities for parents to get involved in the life and work of the school. The leadership and management are good and the information parents receive on how well their children are doing is satisfactory.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1 Children in reception attain broadly average standards. The assessments that the school uses for children on entry to reception indicate that standards have declined over recent years. The inspection judgement is that children enter reception with broadly average attainment, receive a satisfactory quality of education and enter Year 1 at broadly average levels of attainment. This is much the same picture as at the time of the last inspection.

2 Standards of attainment in English, mathematics and science are broadly average at seven and eleven. The results of the national tests for eleven-year-olds in 2002 show standards to be average in English and mathematics and above average in science when compared with all schools and with similar schools. The inspection findings confirm the standards in English and mathematics but find current science standards to be broadly average. Standards in the national tests in science exceed those found in class work and pupils' books, largely because of the extensive and, in the view of some parents and Year 6 pupils excessive, revision programme in Year 6. Test results have been rising largely at the same rate as standards nationally. However, this is due mainly to the faster than average rise in science results while those in English and mathematics tests have risen more slowly than standards nationally. This is shown in the table below.

#### The rise or fall between the 1998 and 2002 in average points scores\*.

| English |       | School | National |
|---------|-------|--------|----------|
|         | Boys  | +1.6   | +1.6     |
|         | Girls | -0.9   | +1.0     |
|         | Total | +0.3   | +1.3     |
| Maths   |       |        |          |
|         | Boys  | +1.0   | +1.4     |
|         | Girls | -0.2   | +1.6     |
|         | Total | +0.3   | +1.5     |
| Science |       |        |          |
|         | Boys  | +3.3   | +2.2     |
|         | Girls | +2.4   | +2.5     |
|         | Total | +2.8   | +2.3     |

(\*Points are given for the numbers of pupils who gain each level. The higher the level achieved the more points gained. This is how the government determines the national average in the tests.)

3 This shows that, although standards in the annual tests are rising overall broadly in line with those nationally, this is mainly because of a faster than average rise in science. In English and mathematics standards have risen more slowly than those nationally and therefore the gap between the standards attained by the school and all schools has narrowed since 1998 in those subjects. The tables also show a decline in standards of English and mathematics by girls compared to 1998. While overall standards dipped in 2001 this was mainly due to the poorer performance of boys as the girls' standards actually rose that year.

4 The proportion of pupils gaining the expected level 4 or above in the tests was fractionally below average in English and average in mathematics and science. The school did not reach its targets for this level and has set slightly lower ones for the 2003 tests to

reflect the abilities and aptitudes of the current Year 6 pupils. The school was above average in the proportion of pupils attaining the higher level 5 in the tests in English, mathematics and science at this level. This shows a substantial improvement since the previous report when the school was criticised for not helping the more able pupils to achieve high enough results. The school has successfully addressed the key issue from the previous report requiring it to raise the standards of the higher attaining pupils in English and mathematics.

**Proportion of pupils reaching level 5 in the latest national tests for eleven-year-olds.**

|         | School | All schools | All schools | Similar schools |
|---------|--------|-------------|-------------|-----------------|
| English | 34%    | 29%         | B           | B               |
| Maths   | 32%    | 27%         | B           | B               |
| Science | 49%    | 38%         | B           | A               |

5 Most pupils make satisfactory progress during their junior years. The school's own tracking information shows that in writing about 33 per cent of pupils made more than the expected progress in Years 3 to 6 but that for around 39 per cent progress was slower than expected. In reading around 64 per cent made faster than expected progress while 20 per cent progressed more slowly than expected. In mathematics around 73 per cent progressed faster than expected and around 17 per cent made slower than expected progress.

6 In the national tests for seven-year-olds pupils gained above average standards in reading in 2002 compared with all schools and similar schools. In writing and mathematics standards were average. Over recent years standards have been consistently average in writing. In reading they have fluctuated between average and above while in mathematics the range has been from average to well above average in the last three years. In writing the school has made less progress in raising standards than other schools, while in reading and mathematics standards have risen faster than those nationally, particularly among the girls. The boys' assessment results in writing were the same in 2002 as they were in 1998, and those of the girls have barely moved either.

**The rise or fall between the 1998 and 2002 in average points scores\*.**

|         |       | School | National |
|---------|-------|--------|----------|
| Reading | Boys  | +0.4   | +0.6     |
|         | Girls | +2.1   | +0.5     |
|         | Total | +1.3   | +0.6     |
| Writing | Boys  | 0.0    | +0.6     |
|         | Girls | +0.2   | +0.7     |
|         | Total | +0.1   | +0.7     |
| Maths   | Boys  | +1.9   | +1.5     |
|         | Girls | +2.8   | +1.3     |
|         | Total | +2.3   | +1.5     |

(\*Points are given for the numbers of pupils who gain each level. The higher the level achieved the more points gained. This is how the government determines the national average in the tests..

7 The proportion gaining the expected level 2 or above was average in all three tests compared with all schools. Compared with similar schools the proportion was average in reading and mathematics but below average in writing. At the higher than expected level 3 the school was above average in reading, below average in writing and average in mathematics.

8 Pupils with special educational needs (SEN) make good progress towards achieving the targets set for them. The school has maintained the good progress reported during the previous inspection. Pupils achieve well relative to their lower starting levels. The effective systems for identifying the needs of these pupils enable the co-ordinator and staff to define relevant targets and support, both in lessons and in small groups outside normal lessons. A significant factor in the progress pupils make is the high quality support they receive from the co-ordinator, support staff and teachers. Year 5 pupils with special needs attain very well in literacy and numeracy as they are taught by the co-ordinator.

9 Standards in art and design are above average at both seven and eleven. This represents a good improvement since the last inspection when standards were found to be below expectations. Standards at seven in all other subjects are average except for design and technology (DT), where they remain below average as at the time of the previous inspection. At eleven, there was not enough evidence in history, music or physical education (PE) to make secure judgements. In DT standards were below average and in all other subjects they were average. Standards in information and communication technology (ICT) were a key issue last time and have been improved. DT remains a key issue at both seven and eleven, however. Although standards overall are broadly average the quality of handwriting and presentation of work throughout the school is inconsistent and in too many classes is not good enough.

10 In order to improve this area further the school should:

- raise standards in DT;
- improve pupils' progress in writing;
- improve the quality and consistency of handwriting and presentation of work.

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

11 Parents confirm that the overwhelming majority of pupils like coming to St Anne's. There is a happy "hum" to the start of each day as pupils stream into school. They greet each other and their teachers and quickly settle down to registration and the day's work. They get on well with each other and with all the adults who look after them and help them to learn. Pupils are polite and friendly to visitors. They smile, open doors and offer to show them the way. They are proud of their school and its achievements. Older pupils, for example, keenly showed the inspectors plans of the extension to the school and the displays of artwork around the walls of the school.

12 Pupils enjoy learning and working both on their own and with each other. In a Year 5 French lesson, for example, there was a real sense of fun and achievement as pupils worked hard to remember French numbers, colours and names of parts of the body. They were generous with applause and praise for each other's success in a series of challenging Lotto games. There was similar generosity and pleasure at the beginning of an assembly for Years 3 to 6 when there was loud applause for four pupils who were presented with certificates for their guitar playing.

13 Behaviour is good overall. Pupils know and understand what is expected of them. They follow the class rules and their teacher's instructions and there are few instances of challenging and disruptive behaviour. The result is that lessons move along without interruption as teachers and pupils get on with the tasks of teaching and learning. In a Year 4 lesson on story writing skills, for example, pupils responded very positively to the challenge of preparing a story plan together and then writing it on their own. They happily shared ideas. In the same lesson pupils were delighted with the contribution of a pupil with special needs who suggested that "bubble gum crackles and bangs". Pupils with SEN display good attitudes towards learning. Similarly, their behaviour is usually good. They settle quickly to their work

and strive to succeed. They are aided in this respect by the tasks they are given which are usually well matched to their needs and require them to think hard. The praise and encouragement they receive from the staff enables them to grow in confidence and be successful. Relationships between teachers and pupils are good. Throughout the school attitudes towards pupils with SEN by adults and other pupils are extremely positive and supportive. Because of this pupils with SEN are confident in tackling tasks safe in the knowledge that their efforts will be valued. For instance, in a Year 5 art lesson a pupil with a statement of special educational need made very good progress in creating a cut out picture in the style of Matisse. This was due to the organisation, enthusiasm and skilled support of the learning support assistant.

14 Break and lunchtimes are happy occasions. Pupils behave well in the dining room and in the playground and take the temporary restrictions on space and access, caused by building work, in their stride. Playground fun is the normal mixture of running, jumping, chasing around and ball games. Pupils look after each other and make sure that those who have physical disabilities are included in their games. Anyone who falls over or is upset is quickly "mopped up" by his or her friends. During a wet playtime attitudes and behaviour were most impressive as pupils of all ages played and chatted happily and sensibly with indoor toys and games. The latter included older pupils playing several tense and exciting games of chess. No rough or unkind play or bullying was seen during the inspection. The lunchtime supervisors confirmed that that these sorts of events are rare at St Anne's.

15 Pupils enjoy responsibility including, when opportunities arise, taking responsibility for their own learning. At the end of a Year 5 mathematics lesson about division, for example, pupils maturely evaluated their own success and progress. Pupils happily help their teachers prepare for and clear up after lessons. The school council's members, who are elected by their classmates, take their duties very seriously. One Year 6 member, for example, is proud of the fact that the council "gets things done". He felt that it had helped to improve the school and ensured that some isolated incidences of bullying were properly sorted out. Other equally mature pupils were, however, sensibly critical of the council and thought that it could do more. Older pupils distribute registers every day and cheerily fetch and carry lunch boxes to and from the hall. They also help to look after younger ones and look after reception and the entrance at lunchtimes. Pupils have made significant contributions to the collection of evidence needed to prove that St Anne's meets the stringent requirements of the "Schools for Health" programme.

16 Attendance at St Anne's is poor when compared with national averages for schools of its size and type. This is partly due to a small number of parents who fail to ensure that their children attend regularly enough. It is also due to the fact that many pupils are taken away on holiday during term time. This hampers the school's attempts to improve attendance. There were two fixed period exclusions in the last school year.

17 In order to improve this area further the school should:

- improve attendance;
- provide even more opportunities for pupils to take responsibility for their own learning.

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

18 The quality of the teaching has improved significantly since the last inspection. No unsatisfactory teaching was observed and in lessons during the inspection teaching in the juniors was good. Over the longer term teaching is satisfactory overall throughout the school, and there is documented evidence that as a result junior pupils' learning is now improving at a better than average rate.

19 Overall 33 per cent of lessons observed were satisfactory and 67 per cent good or better. Seventeen per cent were very good or better. The proportion of good lessons or better was 38 per cent in reception, 45 per cent in the infants and 88 per cent in the juniors and a fifth of lessons in the juniors were very good or better.

20 In reception classes teaching is satisfactory overall. Consequently most children make steady progress. However, children do not get enough opportunities to choose what to do and opportunities for structured play with a focus based upon a whole class theme are limited. Too much of the work is teacher directed and play tends to lack a real focus. This deprives the children of the learning that comes from being encouraged to make some decisions for themselves.

21 Throughout the school English and mathematics are soundly taught and during the inspection many lessons observed were judged good or better. There is regular attention to teaching the basic skills of reading, spelling and calculation. Pupils are taught to use appropriate strategies to tackle unknown words and to decide how to calculate mentally. There is regular practice to consolidate skills and to apply them in different situations. Written work is regularly marked so that pupils are encouraged for their efforts. However, marking and correction are not always precise enough to help pupils to make best progress over the longer term, and the different needs of pupils are not always catered for when teachers are planning work.

22 Teachers throughout the school mostly manage pupils well, which means that varied activities can be planned and enjoyed by the pupils. A range of activities including number games, science investigations, appraising performance in physical education, 'hot seating'<sup>1</sup>, practical group work and opportunities for using the school grounds were all possible because pupils have been taught to respect the rules and are obedient to their teachers. For instance in a Year 3 numeracy lesson pupils enjoyed a *Whisper and Shout* game in which they practised finding the multiple of five required to make a given number up to 100. Occasionally behaviour management is not as effective and the lesson slows down as a result. Relationships within classes also ensure that all pupils are included in activities. For example in science an infant pupil with Down's Syndrome plants her own seeds with the help of the support assistant while in a junior class a pupil with special educational needs learns to make a circuit which is recorded by his supporting adult.

23 Lessons are generally well planned with an appropriate introduction, clear instructions and explanations, suitable activities and a timely recapitulation. Teachers are good at selecting resources which appeal to pupils such as soft toys to help them remember French vocabulary. They also use resources well to create the atmosphere for reflection as observed in a Year 4 religious education (RE) lesson when Buddhist music was played as pupils created their lotus flowers for their personal wishes. Pupils usually respond with interest and sustained concentration. Most teachers question pupils effectively to help them to understand better. In a Year 3 numeracy lesson, for instance, pupils were asked what strategies they used to work out their answers and how they solved a given problem. Meanwhile in a Year 5 history lesson pupils were questioned to help them use photographs as evidence of what water supplies were used in the past. Teachers also usually pay appropriate attention to increasing pupils' spoken vocabulary, providing words to help them describe what they think. In a Year 1 DT lesson, for instance, the teacher provided 'refreshing' and 'juicy' to describe the taste of the strawberries.

24 In the best lessons work is well matched to pupils' prior attainment and expectations are realistically high, but match of work and unrealistic expectations do sometimes slow

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<sup>1</sup> Where one pupil takes the role of a particular character and answers questions as that person would.



learning. Too many lessons in the infants contained little substance to sustain pupils' efforts such as keeping the beat of *Baa Baa Black Sheep* in a Year 2 music lesson. The brisker pace of mental arithmetic sessions in the juniors, such as tables practice alternating statement and answer in Year 5 numeracy, results in much greater productivity. When expectations were realistic and used to build on pupils' knowledge in a Year 6 mathematics investigation on area and perimeter, pupils' understanding increased quickly. However, where tasks were unrealistic as in a Year 4 DT lesson requiring pupils to design portable lights with limited experience of materials and devices, new learning was limited. Over the long term the match of work to different needs and realistic but demanding expectations are sometimes less well planned to ensure pupils do make best progress and this explains why teaching over time has been less effective. Expectations of neatness and presentation vary from class to class and subject to subject. As a result, while some pupils produce consistently neat work, some books are untidy with crossings out.

25 Teachers regularly mark pupils' work and give them praise and encouragement. At best, they use the information to plan work at the right level, as in a Year 3 numeracy lesson developing addition of multiples of five to 100. Teachers also use feedback appropriately when they correct pupils' errors immediately but sensitively. In a Year 5 English lesson, for instance, pupils' mispronunciation of words like 'ambiguous' and 'monotonous' was corrected at once, but inspectors observed pupils' incorrect speech not being corrected at other times. Although pupils in some classes are given guidance on how to improve their written work, such advice is not always followed up. Sometimes teachers do not point out the most important aspects for pupils to improve. Under such circumstances, pupils do not improve their skills consistently. In other books there is limited guidance on what to do to improve.

26 The quality of teaching by the SEN co-ordinator is good. Work provided for Year 5 pupils in literacy and numeracy is effectively matched to the targets identified in their individual education plans and this results in them making good progress. During the inspection teachers' planning normally indicated specific work for pupils with special educational needs. All staff handle pupils with emotional and behavioural difficulties sensitively and effectively. The SEN co-ordinator teaches literacy and numeracy to Year 5 pupils and also withdraws pupils with special needs to work in small groups. Due care and consideration is given as to whether support is best given to pupils in class or in small withdrawal groups. Teaching by the co-ordinator in withdrawal groups is very effective and enables pupils to make good progress towards targets on their individual education plans.

27 In order to improve this area further the school should:

Improve the consistency of teaching and make it more effective over the long term by:

- using assessment information to plan lessons and give pupils clear, timely and regular guidance on how to improve their work;
- sharing the most effective practice;
- increasing expectations of what pupils can achieve and the rate at which they work, especially in the infants.

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

28 The school provides a good curriculum, which offers a rewardingly rich range of learning opportunities for its pupils. It is broad, balanced and relevant and meets the statutory requirements for all subjects in the National Curriculum. This shows good improvement since the last inspection when design technology and information technology did not meet requirements and there was a lack of balance in art, mathematics and science. Total weekly teaching time now meets the national recommendations and religious education (RE) complies with the locally agreed syllabus.

29 The National Literacy Strategy (NLS) is being delivered in an appropriate way, addressing speaking and listening skills well. The National Numeracy Strategy (NNS) has been adopted purposefully and has been effective in maintaining the progress pupils make. The Early Literacy Support (ELS), Additional Literacy Support (ALS), booster classes and Springboard mathematics sessions have been introduced effectively. The schemes of work of all other subjects of the curriculum have been improved, with the help of the national guidance provided by the Qualifications and Curriculum Authority (QCA). This has in turn resulted in better long and medium- term plans with improved lesson planning across the school. This was an issue at the last inspection. However, as yet this improvement has not impacted on the attainment and progress in DT. Links between literacy and other subjects, such as history are good. The use of ICT within other subjects is developing well. French is taught effectively from reception to Year 6. The school is also very successful in providing very good themed weeks and days like the one it held on South America that enabled older pupils to find from the Internet a lot about rainforests.

30 Health education, including sex education and guidance about the dangers of misusing drugs is planned and taught very well as part of the science, personal, social, health and religious education provision.

31 The school provides an excellent range of after-school clubs and activities that are well supported by pupils. These include dance, football, netball, computer, drama, choir, recorders, board games, reading, Spanish, basketball, cricket, tennis and writing a newspaper. The many visitors to the school also enrich and add breadth to the whole curriculum. Day and residential visits are an important part of school life and the best use is made of local places of scientific, geographical and historical interest when these match the pupils' areas of study. Collectively, all of these activities help to broaden pupils' experiences, strengthen their self-confidence, encourage leadership and increase their maturity.

32 The school has very good links with the local community to add depth and breadth to pupils' learning through very good liaison with the local police, nurse, fire station, library, catering services, British Telecom and Bath Spa University College. There are good community links with California and France where older pupils write to pen pals. Outside agencies provide clubs for tennis, cricket and football coaching to raise pupils' motivation, self-esteem and achievement.

33 Very good links exist with the neighbouring pre-school group and all the schools in the local cluster group. There are very good links with the partner secondary schools to help ensure that pupils transfer confidently to Year 7.

34 The provision for pupils with special educational needs is good. Pupils with special educational needs are identified quickly through regular internal and standardised tests. The co-ordinator organises the support in a variety of ways, which is clearly stated within each pupil's individual education plan (IEP) and is designed to meet the learning needs of each individual. As a result different pupils receive different types or combinations of support according to their requirements. Teaching assistants provide highly effective in-class support. Withdrawal sessions are carefully arranged to ensure that they do not prevent the pupils from accessing the full curriculum. Pupils returning from withdrawal sessions to main school lessons are quickly included within the activity that is occurring.

35 The school has fully embraced the principles of educational inclusion and makes very good provision to ensure that all pupils have full access to all subjects and activities. For instance, the new school premises will provide access for all pupils with disabilities, including

a specially adapted toilet and shower. Pupils who are physically impaired are treated sensitively and skilfully by the whole school community.

36 Teachers also identify able children and use a range of strategies to ensure they make maximum progress. The school has increased the number of pupils achieving the higher levels in national tests at seven and eleven years.

37 The school makes good provision for the pupils' spiritual, moral, social and cultural education. This is similar to the last inspection but there have been improvements in social and cultural development. Provision for both is now very good.

38 Good opportunities are provided for pupils to reflect on life's mysteries and to explore the fundamental nature of human existence. These opportunities arise more often in lessons now as well as in assemblies, thus addressing a criticism in the last report. Pupils in Year 6, for example, have considered 'Heaven' and written their thoughts. "It's a place of happiness, full of light," writes one. In a lesson about Buddhism in Year 4, pupils made paper lotus flowers as music was played, creating a peaceful, spiritual atmosphere in which to work and to reflect on the purpose of this tradition. In an RE lesson in Year 3, pupils closed their eyes after hearing the story of Rama and the Demon King and, on opening them, were amazed at the circle of light that the teacher had created for them. This appreciation of peace and beauty is also conjured up regularly through art and music. In assemblies, a candle is lit and pupils are invited to reflect quietly and through prayer on the message being delivered. During the inspection, this was centred on the choices that we regularly make in our lives.

38 As at the last inspection, provision for moral development is good. Assemblies are often based around a moral theme and, in lessons pupils regularly explore issues such as the qualities of a good friend. As part of a 'merry-go-round' of activities, younger children of different ages told each other what made them happy. "I went on a plane to Málaga," says one. The pupils know what the school expects in terms of behaviour and the rewards and sanctions that are in place. They understand clearly the difference between right and wrong. A few, in different classes, do not respond fully to the teacher's expectations but the great majority are well behaved and responsible. They are rewarded periodically with certificates in assemblies and with stars and/or 'smiley faces' that they put on 'Effort Charts' in their classroom. Money is regularly raised to support local and national charities and the school strives to engage speakers to explain to the pupils the purpose of each charitable project.

39 Provision for social development is very good and represents an improvement since the last inspection. There are many opportunities for pupils to work together in lessons and some teachers regularly provide opportunities for them to exercise their own initiative. In a science lesson, for example, older pupils who found they had no propeller for their motor made a paper one themselves and were encouraged to do so by the teacher. Responsibilities around the school are conscientiously carried out and pupils are polite to visitors, holding doors open and exchanging greetings happily. Pupils without a playmate appreciate the 'Friendship Stop' in the playground and there are many opportunities to interact in situations other than the classroom; during visits to places of interest such as Willsbridge Mill for pond dipping; during the residential visit for Year 6 pupils to Dartmoor; and in the many clubs that operate outside lesson-time. A school council discusses concerns that are uppermost in pupils' minds but there is a difference of opinion amongst Year 6 pupils about the extent to which change comes about as a result of these discussions.

40 Provision for the pupils' cultural development is now very good which represents a considerable improvement since the last inspection. In particular, the school has succeeded in improving pupils' understanding of the variety of beliefs and traditions in our multicultural society despite not having many pupils from ethnic groups. Along with Christianity, the other

world faiths are studied and teachers provide colourful and informative displays to support the lessons. Awareness of other cultures is also promoted in French lessons and, in particular, through art. Infant pupils have created clay tile designs based on geometric Mexican patterns and South American designs have inspired impressive work from the juniors during an 'Arts Week'. The work of famous artists provides inspiration for good quality pupils' work throughout the school. A range of music is also introduced to pupils and is a contributory factor to the success of school productions. The local area is well used to give pupils a sense of the history and geography that surrounds them and, by choosing to mount versions of Shakespeare's plays in the last two years, pupils gain a sense of their literary heritage. Influential people of the present day are also made known to pupils. In a particularly moving assembly for the juniors, the hardships of Nelson Mandela's life were explored and how, despite everything, he professes forgiveness for all the injustices heaped on him.

42 In order to improve this area further the school should:

- improve the curriculum in DT.

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

43 The governors and staff of St Anne's take very good care of all their pupils. They work hard to ensure that everyone spends their days in a healthy, safe and secure environment. The school, for example, has just been accredited as a 'healthy school' as a result of the work which it has put into following the local authority's 'School for Health' scheme. There is a fully qualified first aider on site throughout the school day and many other staff have been trained in basic first aid. There are regular fire drills and thorough health and safety inspections of the whole school site. A good risk assessment system covers not only in-school activities but also trips and educational visits.

44 Risks arising from the current work on the new school buildings are being kept to a minimum. The headteacher or health and safety governor carries out a safety inspection of the site at the beginning of each day and all staff are constantly vigilant as they and their pupils move around the site. There is close liaison between the headteacher, the building contractor and the local authorities.

45 Child protection arrangements are very good and include links with all the appropriate local agencies. All teaching and non-teaching staff have been briefed on correct procedures and an updating session for everyone is on the agenda for next term.

46 The school has good systems for monitoring and encouraging attendance but, in spite of these, it is poor. The principal causes are the poor attendance of a small number of pupils and the number of pupils who are taken away for in-term holidays.

47 There is a whole school approach to behaviour, discipline and dealing with any bullying which occurs. Policies and procedures are comprehensive and up to date. All teachers and support staff, including the lunchtime supervision team, operate a well-established reward and sanction system, details of which are posted in every class. All around the school there are reminders of what St Anne's expects of all its pupils. Every class has a high profile achievement chart and displays of certificates and special "star of the week" boards. Whole school recognition of achievements includes the St Anne's Celebration Tree, which everyone sees as they come in and out of school, and reward and recognition assemblies.

48 There are no formal systems for monitoring and supporting pupils' personal development. Instead staff rely on a range of informal systems which, because they know their pupils' personal and academic needs so well, are satisfactory. The school pays

particular attention to the emotional and physical needs of pupils who are physically disabled and have special educational needs.

49 The procedures adopted by the school to assess pupils' attainment and progress have improved considerably since the last inspection when they were judged to be unsatisfactory and they are now good overall. In English and mathematics, there are effective testing and tracking systems, the results of which are used well to analyse the needs and set targets for particular groups and individuals. In science and other subjects the use of assessment to guide the curriculum is generally satisfactory, as are procedures for monitoring and supporting pupils' academic progress. The results of the school's monitoring procedures are used by the school to inform curriculum planning, for example the identification of speaking and listening as an area for development. The school has formulated a clear and concise statement of its assessment policy in which it fully recognises the importance of this aspect of its work.

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

50 The overwhelming majority of parents believe St Anne's is a very good school. They are pleased to send their children to it. They believe that the teachers and other staff are dedicated to helping their children learn and grow up. They are confident that their children are well looked after.

51 Some of the parents who attended the pre-inspection meeting were critical of the headteacher and management of the school and felt that it did not work closely enough with them. However 86 per cent of those who completed the pre-inspection questionnaire and all those who wrote to the inspectors or who spoke to them during the course of the inspection disagree with that point of view. They believe that the school is well led and managed and that communications are good. Almost everyone supports the home-school agreement.

52 Formal documents such as the governors' annual report to parents and the prospectus are well presented but the current editions do have some omissions. There are good regular newsletters, which cover all aspects of school life, as well as letters dealing with specific issues such as trips and arrangements for dealing with the major building works which are going on at the moment.

53 A good, comprehensive system of briefings, visits to school and brochures, starting in the term before children come into school, ensures that they and their parents have a warm welcome and a reassuringly secure start to their school days. Although these arrangements are very effective, the school is seeking to improve them and is, for example, considering the introduction of home visits.

54 The headteacher, staff and governors all believe that a partnership between parents and them is an essential part of their pupils' education. Therefore they welcome contact with parents and operate an 'open door' approach to communication. Informal contact between teachers and parents is part of the end-of-the day routine. The headteacher, or her deputy, see parents 'on demand' whenever possible, and a simple appointment system deals with situations when this is neither possible nor appropriate. The administration team provides a cheerful and helpful welcome for everyone who comes to the door or calls by telephone.

55 The arrangements for keeping parents in touch with their children's progress are good. This is an improvement since the previous inspection when they were judged to be satisfactory. There are two formal meetings, in the autumn and summer terms about progress and targets and an end of year report. The report provides comprehensive information about progress and targets in English, mathematics and science. Information on other subjects is restricted to letter grades for effort and attainment. The headteacher reports

that parents are content with this arrangement but it does not really provide information about what pupils can do, know and need to do in order to improve. There is a detailed general section, which provides information about pupils' attitudes and social development and a contribution from the children themselves. There is also a useful space for parents to comment on their children's progress.

56 At the beginning of the school year there are well-attended 'welcome evenings' which provide parents with information about the curriculum for the coming year. During the year 'Focus Weeks' on parts of the curriculum such as mathematics and art and open evenings help parents find out what their children are doing and learning in school.

57 The school seeks out and acts upon parents' comments and suggestions. For example, a questionnaire was sent out earlier this year. It asked parents about the things that they valued and any improvements which they would like to see. A recent meeting between parents, governors and staff revisited St Anne's mission and aims as part of a comprehensive "Where will we be in 2006?" review of the school. Visitors' books which parents are invited to fill in during, for example, 'focus weeks' and school productions such as *Twelfth Night* are full of praise for pupils' achievements and staff's efforts on their behalf. Any complimentary or critical letters which the headteacher receives are responded to as quickly as possible.

58 Parents make a very good contribution to their children's learning and have a really positive impact on the school's life and work. They are involved in their children's homework. Homework diaries and reading logs enable them to keep in touch with what their children are doing and to communicate with class teachers. The parents of pupils who have a statement of special educational needs are always invited to reviews and, where appropriate, teaching assistants attend meetings with parents. Parents speak highly of the quality of support that the school provides for all pupils with SEN. Parents praise the 'wonderful support assistants' and parents of pupils who have physical disabilities, feel that their children are totally included in all aspects of school life. In this respect the school meets the requirements of SEN Code of Practice very well. Parents are fully involved in the education process and kept informed of their child's achievements. A working party currently looking at disability access includes parents.

59 The school runs a number of very good programmes, which simultaneously help parents to develop their own skills and help their children to learn. One afternoon during the inspection, for example, twelve parents worked in the ICT suite with a community tutor. After a brief tutorial their children joined them for a shared session. At the same time as this was going on another group of reception class parents, their children and a tutor worked on a literacy programme.

60 Some parents are employed as support staff and others come in as volunteers to listen to pupils read and help with the cataloguing of the library, for example. There is a very active and successful parents' association, which organises fund-raising and social events for children and parents. There is never a shortage of helpers for trips and major events such as Christmas productions.

61 An after- school club, which is managerially and financially separate from the school but run by a committee of parents, provides a valuable care service for the children of parents who wish to collect them from school later than the actual end of the school day.

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

62 Overall leadership and management are good. This is an improvement since the last inspection when this area was judged to be sound. Since the school was last inspected it has been through a very unsettled period. This involved some difficult issues for the governors to resolve and several staff changes. For a period of around five terms there was no permanent headteacher in place. The governors appointed the current headteacher to provide the stability the school needed, to tackle hard issues including staff competency, raise staff morale and improve standards and teaching. It is testament to their good judgement that they appointed a head who has been able to drive the improvements needed and turn the school around. She has shown very good leadership, with a very clear vision for the future of the school. She has shared this vision with all those involved in the school and consulted widely on the best way ways to move forward so that the development of the school improvement plan has involved not only staff and governors but also the parents. The improvements in so many aspects of the school since the last inspection, despite the difficulties it has faced in that period, illustrate the increasing impact of the effective management structures and systems the head has put in place since her appointment. The school has clearly identified the most important priorities for improvement. These are well documented in the school improvement plan and clearly linked to budget allocations. The head has very effectively handled the toughest issues, including improving staff competency, and worked successfully to provide the best she can for the pupils in the school. However, some of the particularly demanding challenges have inevitably taken some time to resolve and it is only fairly recently that the school has begun to see the benefits of the head's hard work since her appointment.

63 The senior leadership team is relatively new as a team but shows a strong commitment to the shared vision for the future of the school and the determination and capacity to turn that vision into a reality. It plays an increasingly effective role in the day-to-day and longer-term management of the school. For example, the deputy shares with the head the responsibility for the performance management of staff, including observing lessons. Consequently all staff have agreed improvement targets and the performance management programme is effectively implemented. The co-ordinators of the infant and the junior classes take responsibility for the day-to-day management of their respective sections of the school. Subject co-ordinators play an effective role in developing each of the subjects by identifying priorities for improvement and driving through those improvements. The co-ordinator for special educational needs is meticulous in her record keeping and in ensuring that all the relevant paper work is up to date. All teaching and support staff are very clear about their roles and responsibilities for pupils with SEN. All staff endorse the statement in the SEN Code of Practice that 'every teacher is a teacher of pupils with SEN'.

64 The key issues from the last report about improving staff development, whole school development planning and monitoring teaching have been tackled well and as a consequence teaching is much improved, and standards have risen in ICT (another key issue) and art and among the higher attaining pupils in the national tests for eleven-year-olds. The one area that remains a concern is DT and the school is trying hard to tackle that currently.

65 The governors make a good contribution to the leadership and management of the school. They fulfil their statutory duties effectively and have a clear understanding of how well the school is doing. They have good systems for carrying out their responsibilities including clear committee structures with appropriately delegated powers. Governors make effective use of information from local authority reviews of how well the school is doing as well as reports from visits made by literacy and numeracy consultants. They understand the information the school receives on the national tests each year and receive detailed analyses from the head of the results of those tests and the implications for future planning.

66 All policies currently required are in place including those for Internet safety, performance management, racial equality and accessibility for those with disabilities. As well as putting in place such management policies and procedures and monitoring their effectiveness the head and governors have overseen extensive building work to bring the school accommodation up to an acceptable standard. This has involved an enormous amount of extra work, including ensuring the safety of staff, pupils and parents while effectively working on, or surrounded by, a building site. The head and her staff have tackled the extra work involved with great fortitude and patience and managed to smile through the various crises such work inevitably brings, including the loss of essential services leading to the enforced closure of the school on at least one occasion. The premises staff have been a great support in these particularly challenging times while the building work has been going on.

67 Financial management is good. Priorities are agreed and the school improvement plan is drawn up in consultation with all interested parties. The budget is then allocated to meet those priorities. The governors understand that a good spending decision is one that helps to raise standards and therefore set priorities with that in mind. They ensure that money allocated for specific purposes, like special educational needs for example, is used for those purposes and they carry forward an appropriate amount from the budget each year, although the current carry forward is larger than usual due to reducing spending on the old building and saving it to help maintain two-form entry with a smaller new reception cohort. The office staff play an important role in the effective day-to-day management and running of the school. Given the amount of funding received and the improvements the school has made in so many areas recently, it gives good value for money.

68 The school has enough teaching and non-teaching staff to meet the requirements of the National Curriculum. Newly qualified teachers are well supported in their first year with mentors to guide them and an appropriate amount of time away from their classes each week. Performance management of both teaching and non-teaching staff is well established and complies with statutory requirements. The school has adequate resources for each subject, apart from DT where there are not enough, and art and music where resources levels are good. The building has proved inadequate with a hall too small for its uses and the current building work has been undertaken to rectify this situation and provide an appropriate amount and quality of accommodation.



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

69 The headteacher, staff and governors should now aim to:

### **Raise standards and improve progress in design and technology.**

(Paragraphs 9, 113 - 119)

#### **Improve the quality of presentation and handwriting in pupils' work by:**

- introducing a clear policy with high expectations of the way pupils will present their work;
- checking that such a policy is implemented consistently across all classes.

(Paragraph 88)

#### **Improve further the attainment and progress of pupils by:**

- ensuring that recent initiatives and systems are consolidated and built upon;
- raising the quality of teaching to match, consistently, the best in the school.

(Paragraphs 2-7, 9, 18, 20-22, 24, 25, 27, 71, 73, 77-80, 81, 83-85, 88, 96, 100, 105, 117, 129, 133, 137, 144, 150)

#### **Take steps to improve attendance by:**

- having and implementing a rigorous policy on taking pupils out of school for holidays in term time;
- continuing to work closely with educational welfare staff to reduce occasional unwarranted absences;
- analysing the impact on standards of pupils taking time out of school and sharing this information with their parents.

(Paragraph 16)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 66 |
| Number of discussions with staff, governors, other adults and pupils | 41 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 10        | 33   | 22           | 0              | 0    | 0         |
| Percentage | 2         | 15        | 50   | 33           | 0              | 0    | 0         |

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

### 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)      | 375   |
| Number of full-time pupils known to be eligible for free school meals | 41    |

FTE means full-time equivalent.

| Special educational needs   | YR-Y6 |
|---|-------|
| Number of pupils with statements of special educational needs       | 9     |
| Number of pupils on the school's special educational needs register | 56    |

| 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 | 13           |
| Pupils who left the school other than at the usual time of leaving           | 18           |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 6.5 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.3 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 28   | 28    | 56    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 24      | 24      | 25          |
|   | Girls    | 25      | 26      | 26          |
|   | Total    | 49      | 50      | 51          |
| Percentage of pupils at NC level 2 or above | School   | 88 (83) | 89 (89) | 91 (98)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 25      | 27          | 28      |
|   | Girls    | 26      | 26          | 26      |
|   | Total    | 51      | 53          | 54      |
| Percentage of pupils at NC level 2 or above | School   | 91 (79) | 95 (85)     | 96 (98) |
|   | 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 | 27   | 32    | 59    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 20      | 24          | 27      |
|   | Girls    | 23      | 21          | 27      |
|   | Total    | 43      | 45          | 54      |
| Percentage of pupils at NC level 4 or above | School   | 73 (70) | 76 (70)     | 92 (87) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 19      | 21          | 23      |
|   | Girls    | 18      | 20          | 21      |
|   | Total    | 37      | 41          | 44      |
| Percentage of pupils at NC level 4 or above | School   | 63 (78) | 69 (78)     | 75 (87) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

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

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

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 321                         | 2  | 0                                     |
| White – Irish                                       | 0                           | 0  | 0                                     |
| White – any other White background                  | 1                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 0                           | 0  | 0                                     |
| Mixed – White and Black African                     | 0                           | 0  | 0                                     |
| Mixed – White and Asian                             | 0                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 0                           | 0  | 0                                     |
| Asian or Asian British - Indian                     | 0                           | 0  | 0                                     |
| Asian or Asian British - Pakistani                  | 0                           | 0  | 0                                     |
| Asian or Asian British – Bangladeshi                | 0                           | 0  | 0                                     |
| Asian or Asian British – any other Asian background | 0                           | 0  | 0                                     |
| Black or Black British – Caribbean                  | 0                           | 0  | 0                                     |
| Black or Black British – African                    | 0                           | 0  | 0                                     |
| Black or Black British – any other Black background | 0                           | 0  | 0                                     |
| Chinese   | 0                           | 0  | 0                                     |
| Any other ethnic group                              | 3                           | 0  | 0                                     |
| No ethnic group recorded                            | 0                           | 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) | 16 |
| Number of pupils per qualified teacher   | 27 |
| Average class size                       | 27 |

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

|   |     |
|---|-----|
| Total number of education support staff | 14  |
| Total aggregate hours worked per week   | 220 |

*FTE means full-time equivalent.*

## **Financial information**

|  |         |
|--|---------|
| Financial year                             | 2002/03 |
|  | £       |
| Total income                               | 841013  |
| Total expenditure                          | 844902  |
| Expenditure per pupil                      | 2253    |
| Balance brought forward from previous year | 47889   |
| Balance carried forward to next year       | 44000   |

## **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 4 |
| Number of teachers appointed to the school during the last two years   | 4 |
| Total number of vacant teaching posts (FTE)  | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 375 |
| Number of questionnaires returned | 86  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 59             | 34            | 7                | 0                 | 0          |
| My child is making good progress in school.  | 56             | 38            | 3                | 1                 | 1          |
| Behaviour in the school is good.   | 37             | 55            | 6                | 1                 | 1          |
| My child gets the right amount of work to do at home.                              | 33             | 58            | 9                | 0                 | 0          |
| The teaching is good.  | 62             | 36            | 2                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 41             | 49            | 9                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 62             | 35            | 1                | 1                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 55             | 44            | 0                | 0                 | 1          |
| The school works closely with parents.   | 27             | 60            | 9                | 1                 | 2          |
| The school is well led and managed.  | 51             | 35            | 7                | 2                 | 5          |
| The school is helping my child become mature and responsible.                      | 58             | 35            | 3                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 33             | 48            | 10               | 0                 | 9          |

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

70 The Foundation Stage curriculum (for children in nursery and reception classes) is satisfactory and provides a suitable range of opportunities across all the areas of learning. The findings of this inspection are similar to those of the previous inspection. Assessments show that there is a wide spread of ability amongst the children when they start school, but that overall attainment on entry is broadly average. There are good systems in place to help children settle quickly into school and staff visit pre-school nurseries and playgroups to meet the children before they start school. Children can take a storybook pack home to share with their parents, which encourages them to feel part of the school community.

71 The curriculum is planned by the two reception teachers and pays appropriate attention to all the stages of learning known as 'stepping stones.' However, reception staff need to review some areas of their organisation and in particular, the number of opportunities provided for the children to select their own resources, make choices and to learn to think for themselves. Currently, there are few chances for children to learn through structured, purposeful play. Teachers and learning support assistants tend to dominate the activities and children are given equipment and resources which they could easily collect and organise for themselves.

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

72 Many of the children enter the reception classes with immature skills in personal and social development. By the time that they move to Year 1, the majority of the children attain many of the expected levels in this area of their development. They have learnt to take turns and are beginning to share equipment sensibly, although, during the inspection, some children found sharing spades in the sand difficult and had a disagreement. Children dress and undress unaided and manage their own personal hygiene. They show consideration towards each other and staff help them to understand how any unkind actions might upset or hurt other children. They are particularly caring towards children with special needs, who enjoy all aspects of the curriculum, because of the good support they receive.

73 Teaching is satisfactory overall. Staff place insufficient emphasis on children taking responsibility for selecting their own activities or collecting their own resources.

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

74 By the end of the reception year attainment is in line with that expected for children of this age. Children listen to and join in with stories and rhymes. Higher attaining children have good speaking skills and many answer questions in full sentences. The health centre role-play areas give suitable opportunity for children to act out particular situations and develop appropriate vocabulary and language. They are beginning to associate sounds with letters and are learning to read simple words. Higher attaining children use the pictures and their knowledge of letter sounds to help them work out new words. There are good planned opportunities for children to practise early writing skills such as patterns, tracing and drawing. Children are encouraged to write their names on their work and most can do so using a mixture of upper and lower case letters. Higher attaining children can write simple words such as 'bus' and 'dog'.



75 Teaching is good. Work is usually matched appropriately to children's learning needs and ability. Lower attaining children and their parents benefit from a Family Literacy Project, which assists children to improve their early speaking, reading and writing skills.

### **Mathematical development**

76 Children make satisfactory progress and reach standards that are in line with those expected. A small number of children achieve beyond this level, particularly in number. Higher attaining pupils can count in twos from two to ten and are beginning to understand the words 'odd' and 'even' when applied to numbers. Work is matched well to children's ability and lower attaining children enjoyed writing numbers 1 to 5 in damp sand. In the lesson seen, teaching was lively, which kept the children's attention. There was a good variety of activities provided and children made good gains in their knowledge of numbers.

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

77 As a result of the satisfactory teaching in this area, most children achieve the expected standards and make satisfactory progress. Children have learnt about different plants and enjoyed planting pansies in the garden. They talk about the different uses of water for washing, drinking and helping plants to grow. They like using the computer and are gaining appropriate control of the mouse. In one lesson involving experimenting with water being pushed out of a container, it was unclear exactly what the children were going to learn and there was no discussion with the children, which resulted in very little learning taking place.

### **Physical development**

78 Children make satisfactory progress in their physical development due to satisfactory teaching. By the end of the reception year standards are in line with the expected levels. Due to the constraints of the building work at the school, there is no secure outdoor play area for the children. Staff have exciting and interesting plans to develop the outdoor area in the future. In physical education lessons in the hall, children move in a variety of ways as they run, walk and hop safely in and out of the spaces with a good awareness of other children. They balance and roll quoits and have good fun playing the bean' game, taking great enjoyment in being frozen, French and runner beans! The teacher gives clear instructions so all the children know exactly what to do and joins in enthusiastically which encourages them to work hard to improve their balancing and rolling skills. Some children require further assistance to use and hold scissors and paintbrushes properly.

### **Creative development**

79 Teaching in this area is broadly satisfactory. The children are provided with satisfactory opportunities to develop their creative skills, including painting, cutting and sticking and most achieve the expected standard by the end of reception. The choice of materials is limited as at the time of the previous inspection and staff use too many templates instead of letting children draw their own pictures. Children learn to respond to high and low sounds and enjoy playing musical instruments such as lollypop drums. An area for development is the way children play in the role-play areas. As teaching and support staff spend most of their time initiating and directing the children's learning there are limited opportunities for children to use their imagination or to assume different characters for a sustained period in the health centre. As a result children's play tends to be very superficial and is not used to explore, develop and represent learning experiences which help them to make sense of the world.

80 The school needs to review planning in the Foundation Stage to ensure that children receive an appropriate mix of teacher directed and child initiated learning.

## ENGLISH

81 The standards of reading and writing currently being achieved by pupils in Year 2 and in Year 6 are average, though speaking and listening skills are better than those normally found. Even though fewer seven-year-olds are forecast to achieve the expected level<sup>2</sup> of attainment in the national writing tests than in 2002, more are likely to achieve the higher level grade and results overall therefore should remain average. In reading, fewer pupils are expected to achieve the higher Level 3 than in 2002 so that results overall are likely to be average rather than above average as they were last year. These slight variations between one year and another are due to the particular cohort of pupils. English results for eleven-year-olds appear to be similar to 2002 when they were average. The last inspection report judged that standards were average and the school has maintained that position since then. The key issue highlighted in that report - that the standards of attainment of the higher attaining pupils should be raised - has successfully been addressed. In 2002, for example, an above average number of eleven-year-olds attained the higher level (level 5) in the national tests.

82 Speaking and listening skills are good across the school, though this is more obvious as pupils get older. In Years 1 and 2, there is good provision for developing these skills with particular activities planned to improve them, enabling pupils to make good progress from the time when they enter the school. The need for this is identified in the school development plan and a new speaking and listening policy has been drawn up. In Year 2, pupils regularly prepare presentations for the rest of the class. As an example, one boy delivered an impressive account of his hobby and clearly explained how fossils developed over millions of years. A girl talked enthusiastically about swimming. Both paid proper attention to the audience, speaking loudly enough for everyone to hear and answering questions that were sensibly put by their classmates. They used pictures and objects to illustrate their talk and spoke in sentences throughout. In lessons, pupils are keen to join in discussions and they listen well to their teachers and to each other. Year 6 pupils express opinions assuredly, for example when talking to inspectors about the positive and negative aspects of school life. In class, a few lack confidence. In one lesson, for example, a girl declined the offer to read her work to the class and requested her teacher to do it. Overall however, this was exceptional. Drama is a regular feature of school life and pupils expressed a particular liking for the opportunities that are presented to them. Year 5 and 6 pupils are currently preparing a production of *Macbeth* following a successful presentation of *Twelfth Night* last year. This represents good provision to develop an appreciation of their cultural heritage.

83 Standards of reading are average at seven and eleven and pupils make steady progress throughout the school. In Years 1 and 2 there is a wide range of ability. The most accomplished pupils read fluently and with admirable expression especially when reading speeches. Some words are not understood, for example 'protested', though the word presents no technical problems and is read accurately. All pupils have a satisfactory knowledge of the sounds that letters make and all use this knowledge to tackle unknown words. The lower attaining pupils use the initial sounds to give them a clue, for instance when confronted with 'called', but more able pupils break up the words and put them together again. An average pupil employed this strategy to read 'im-a-gine'. The two lower attaining pupils who read to the inspector both struggled and were hesitant readers. Conversely, the two higher attaining pupils had books that were well within their capability. A review of current

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<sup>2</sup> Level 2 is the expected standard. Some pupils achieve the higher Level 3 – in 2002 9% of pupils achieved this level nationally in writing – 30% in reading.

policy about who hears pupils read and about how books are chosen would be beneficial so that pupils always have books that are suitably challenging for their level of ability, enabling them to make even better progress in their reading. Currently, parent helpers and teaching assistants tend to hear individual pupils read, with teachers conducting group-reading sessions<sup>3</sup>. There are some restrictions on the choices that more able pupils can make when choosing books. The pupils have good quality reading diaries that provide a record of what is read at home. Pupils themselves contribute by judging how interesting the book has been and its level of difficulty.

84 The higher attaining pupils continue to impress with their competence and interest in reading throughout the juniors. Favourite authors and books are readily quoted and reasons given for enjoying them. In Year 6, Tolkien is mentioned as well as modern authors such as J.K.Rowling, Jacqueline Wilson and Roald Dahl. These pupils read with accuracy, fluency and expression. Average pupils read competently, using suitable strategies to work out unknown words. However, some words are not understood: 'seething' for a Year 6 boy and expressions such as 'take sides' and 'suss out' for a pupil in Year 5. The lower attaining pupils lack confidence in reading. A boy passes over words he does not know but, with help, can read them. Most pupils use a dictionary and a thesaurus competently and understand the system for finding books in the library. However, they do not visit the library regularly, though the books are neatly arranged and catalogued using a computer system. Book resources throughout the school are adequate, with some good quality fiction in the juniors and well-organised and sufficient collections of books for group-reading.

85 Standards of writing are average in Years 2 and 6 and pupils make satisfactory progress throughout the school. At the beginning of this school year, work from a sample of pupils was analysed to determine strengths and weaknesses. In the infants, spelling was found to be weak and, in the juniors, punctuation caused difficulties. Strategies have been introduced to tackle these problems and their success will be evaluated by reviewing the work of these same pupils at the end of this term. Teachers in Years 1 and 2 pay good attention to the basic skills and the introduction of 'Phonics Factory' is helping pupils to sound out words, not only to help in reading but in spelling. In a Year 1 lesson, for example, the effect on a vowel that 'e' has at the end of a word is explored so that pupils can tell the teacher how to spell 'mine'. The higher attaining pupils in Year 2 cope well with the spelling of common words though there is a noticeable lack in descriptive vocabulary. However, one pupil's work is particularly impressive with a good variety of words for 'said', for example 'giggled' and 'pleaded'. Average pupils understand how to punctuate sentences correctly and know how to structure a story. However, sentences are not often extended using connectives such as 'and' or 'but'. The work of some lower attaining pupils needs interpretation and capital letters are sometimes inappropriately used, for example in the middle of words. They make good attempts to spell common words.

86 Throughout the juniors, teachers correctly encourage pupils to plan their written work though there is limited evidence that work is regularly re-drafted. However, it is common to find class books of work on a particular topic compiled from a wide range of pupils' work. Computers are being used increasingly to present work neatly and in a variety of formats. Year 4 pupils have produced posters about the *Mary Rose* in connection with their history topic and those in Year 6 have produced an impressive first edition of a school magazine. Each class has a fortnightly slot in the ICT suite specifically to focus on the development of literacy skills. These skills are well promoted in other subjects too. In science in Year 4, booklets about 'Habitats' have been produced and in Year 2, pupils have written their own accounts of the Great Fire of London. All this contributes to the maintenance of satisfactory

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<sup>3</sup> Pupils each have a copy of a book and take it in turns to read passages and discuss the content with the adult leading the session.

standards by the time pupils are eleven years old. Higher attaining pupils in Year 6 write forcefully, using good descriptive language: *In the excitement of the new term, children surged into their new building...Cupboards bursting with books opened their doors as curious children peeked and poked, exploring their surroundings.* The work of average pupils usually lacks this exciting vocabulary but is technically correct with appropriate use of paragraphs and punctuation such as speech marks. Lower attaining pupils find it difficult to sustain ideas in lengthy sentences. Occasionally grammar is incorrect (*she didn't like the ones what made her jump*) and spelling proves difficult, but the writing is sensible and clear.

87 Pupils have individual targets, usually pasted into their writing books. They are regularly reviewed and are identified through the teachers' use of assessments and as a result of their marking of work. Most teachers give suitable guidance in their written comments at the end of written work so that pupils know how to improve. Teachers are delivering the National Literacy Strategy in accordance with the guidelines and it is proving effective in maintaining standards. Assessment systems are good. The results of standardised tests are analysed to determine those pupils who would benefit from extra help<sup>4</sup> and the progress of all pupils is tracked to pick up any pupils who fall behind.

88 In most of the lessons seen during the inspection, teaching was good, particularly in Years 3-6. However, the work in books indicates that teaching over time has not been of this quality. There is an inconsistency in the expectations that different teachers have towards the standards of handwriting and presentation and the volume of work. Even within some classes in a year group there is a noticeable difference in the neatness of work and the expectation that junior pupils should join their letters. On balance, therefore, teaching overall is judged to be satisfactory though the indications are that it is improving. The last inspection report judged teaching in the infants to be good. It is satisfactory now because most teachers in Years 1 and 2 do not maintain a brisk pace in their lessons. Teachers have good relationships but conduct discussions and activities at the pace that pupils set. One class also presents difficulties for the teacher in controlling inappropriate behaviour and time is lost while she ensures that all pupils are listening and concentrating. Nevertheless, pupils are making sound progress because work is suitably matched to their needs. Pupils with special educational needs (SEN) often make good progress because of the quality of support given by teaching assistants and because of the practice, at various times during a year, of teaching older pupils in ability groups. Particularly good support is given to pupils with statements of their need to ensure that they play an equal part in lessons.

89 Teachers throughout the school plan lessons well with clear statements of what they expect pupils to learn. These intentions are explained to pupils so that they know what to aim for. Activities are varied so that pupils are not listening for too long. In a Year 3 lesson, for example, the teacher and pupils read 'The Mystery of the Missing Gnome' and after a short discussion, pupils were given a written activity that required them to write on their whiteboards a list of words describing a friend. In a very good lesson in Year 4, pupils were enthused by the teacher to discuss the role of our conscience in stopping us from stealing. They followed this up by writing their own stories that had been developed during the week from an initial plan and an opening that had been worked on as a class. The lesson provided very good guidance on how to structure a story. Effective questioning is a feature of many lessons. In Year 6, the teacher was skilful at not suggesting the answers but let pupils find the archaic language in the text of *Macbeth* so that they could substitute a modern word. Passive pupils were drawn into the discussion because the teacher did not always ask for answers from those with hands up. Most teachers explain activities clearly and provide

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<sup>4</sup> The school operates the national initiatives in Literacy – 'Early Literacy Support' (ELS) for Year 1 pupils; 'Further Literacy Support' (FLS) for Year 5 pupils; and 'Additional Literacy Strategy' (ALS) for junior pupils who have fallen behind.

different work to meet the varying needs of the pupils. These good features of teaching suggest that good practice is increasingly the norm in the majority of lessons.

90 The co-ordinator provides good leadership. She has a timetable of lesson observations and has worked closely with a newly qualified teacher. Occasionally she conducts lessons for others to observe. She monitors planning and looks at pupils' work and has recently benefited from the advice of the local literacy consultant who helped analyse the results of last year's national test results. The curriculum is enriched by events such as visiting drama productions and Book Days. All classes have time allocated regularly for literacy lessons in the ICT suite and these enable pupils to develop their skills in both areas. Money from Book Days and from the parents' association provides resources for English.

91 Areas for development:

- encourage all teachers to insist on high standards of handwriting and presentation in written work;
- share the features of good teaching. In particular, emphasise the need to reduce the amount of time spent on correcting inappropriate behaviour and the importance of conducting lessons at a brisk pace;
- in Years 1 and 2 in particular, devise better monitoring systems to ensure that all pupils have books that they can read independently but that are not too easy.

## **MATHEMATICS**

92 Pupils in Years 2 and 6 are achieving average standards in their mathematics work. A scrutiny of pupils' work clearly demonstrates that they make satisfactory progress over time no matter what their individual abilities or special needs. Classroom observations during the inspection indicate that pupils make good or very good progress in a significant number of individual lessons.

93 The school has worked hard and successfully to improve its provision for the subject since the last inspection. The standard of teaching for pupils of ages seven to eleven has much improved thanks to increased teacher confidence and subject knowledge that has resulted from well focused training and a good level of general classroom monitoring by the co-ordinator. The curriculum is now balanced and covers all of the National Curriculum attainment targets for the subject to a satisfactory level. An important element in the school's work to improve its provision since the last inspection is the good level of assessment now used within the subject. Assessment is used well to track the progress of pupils and to inform curriculum planning, for example, the formation of groups and the setting of individual pupil targets; it is also used to inform development priorities through the subject's improvement plan.

94 Pupils in Year 2 are developing their understanding of number. For example, they order numbers to 100 and understand the concept of odd and even. They add and subtract one and two digit numbers and are developing their understanding of place value in terms of hundreds, tens and units. In their shape work they identify two and three-dimensional shapes, for example, cones, cylinders and cuboids and can divide shapes using lines of symmetry. Their data handling work demonstrates an understanding of gathering information and presenting it in the form of simple graphs. Higher attaining pupils have a good knowledge of their tables and simple fractions. They know, for example, that  $\frac{2}{8} = \frac{1}{4}$  or  $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$ . They explore simple number problems and are able to explain their reasoning.

95 In Year 6 pupils work confidently in decimal fractions. For example, they recognise approximate proportions such as  $0.5 = \frac{1}{2} = 50\%$ . They use their knowledge of place value well to multiply and divide whole numbers by 10 and 100, for example,  $175 \text{ divided by } 100 = 1.75$ .

In their shape work they use the formula length X width = area to calculate area and they find the perimeter of a rectangle by adding the length of the sides. In data handling they collect information and present it in the form of line and other graphs. Higher attaining pupils have a good understanding of the use of brackets in number calculation and how to work out percentages of whole numbers.

96 Teaching and learning overall are satisfactory but in a significant number of the lessons observed during the inspection they were good or very good. Where teaching and learning are good, lessons are well planned, have a brisk pace and teachers have a firm grasp of the subject. They maintain good relationships with their pupils through the use of effective class control methods. Lessons follow a logical progression and there is a good level of instruction and demonstration by the teachers. For example, in a Year 6 lesson, that provided a good learning experience for the pupils, the teacher demonstrated an ability to clearly explain the use of formulae in solving problems. The lesson also developed the ability of the pupils to think mathematically. Lessons are well balanced between direct teaching and pupils' participation and thus maintain the interest of pupils. However, a scrutiny of the pupils' work demonstrates that the standard of presentation allowed by some teachers is not acceptable, particularly for some of the younger pupils. The quality of marking is not consistent across the school; whereas some teachers say what is good and what needs improving through their marking, others confine themselves to mostly ticks and occasional comments. Pupils with special educational needs make good progress in lessons thanks to the good level of support provided by their teachers and classroom assistants.

97 The contribution made by the subject to other areas of the curriculum is generally satisfactory, for example, the use of pictograms to record results in DT in Year 1 and the Year 5 work in geography that developed the ability of the pupils to apply their data handling skills. During the inspection only a small number of examples were seen of the use of ICT in mathematics lessons. However, the work scrutiny suggests that it is being used within the subject to a satisfactory level, for example, to produce graphs illustrating the favourite sports and food of pupils in Year 4. Year 2 pupils have also used computers to produce some repeated pattern work.

98 A strength of the subject is the good level of determination maintained by the co-ordinator to drive up standards in mathematics throughout the school. The co-ordinator provides a good level of support for colleagues generally and through the monitoring of teaching and its effect on the progress of pupils. A good example of the initiatives being taken to raise the profile of the subject is 'The Great Round the World Balloon Race' organised by the co-ordinator. This involved parents, pupils and local businesses and provided a platform for a good number of activities with a mathematics focus. As a by-product the school raised £1000+ that was used for improving resources within the subject. The resources maintained by the school for the teaching of the subject are satisfactory.

99 In order to improve further the school should:

- ensure a more consistent quality of presentation from all pupils.

## **SCIENCE**

100 Attainment in science is average throughout the school, including at the end of Year 2, with strengths in pupils' scientific knowledge. There is a very effective revision programme in Year 6 which results in an increasing number of pupils gaining the expected level 4 or above in national tests; thus standards are rising year on year and the school is improving in this respect. However, the intensive revision programme puts pupils off science because of the limited practical work they undertake in their final year coupled with copious amounts of writing of notes. This situation would be unnecessary with some adjustments to the planning

of the science curriculum. Since most topics are currently regularly revisited, by making these slightly more challenging on each occasion, work would be covered earlier and not so much left to Year 6.

101 Most pupils in Year 6 confidently make switched circuits containing bulbs, buzzers and motors and understand that resistance affects the brightness, volume and speed of the components they insert. They make sensible predictions about what will be the outcome of inserting a graphite pencil into the circuit. Year 5 pupils know what seed germination involves and are able to conduct a fair test on the conditions needed for seeds to germinate. They make sensible conjectures about why some of their seeds have not germinated. In Year 4 pupils know some good conductors of electricity and are able to predict which other materials will conduct electricity and which are likely to be good insulators. Pupils in Year 3 know some materials that are attracted to magnets and some that are not. They realise that magnetism can work through other materials and make appropriate conjectures about which materials or under which conditions magnets will not attract a steel object.

102 Year 2 pupils are aware of the general requirements for plant growth, although confused about the different needs of seeds and established plants. They have basic knowledge of the life cycle of a flowering plant, and some ways in which seeds are dispersed. In Year 1 pupils make relevant observations about the effects of keeping a plant in the dark by comparing one with the healthy bean plants they have grown from seeds.

103 Planning currently takes insufficient account of higher attainers. Although higher attainers often produce more thoughtful and detailed reports of science work, there is seldom any additional challenge built into lessons. The co-ordinator has already identified those elements which are needed to reach higher National Curriculum levels in investigating and applying science and is in a strong position to lead teachers into providing suitable work which develops them. The recently amended assessment arrangements are also providing data to enable the co-ordinator to advise colleagues on which pupils would benefit from such challenges, and also which pupils need more support in tackling core material.

104 Recording methods are often the focus of any differences in planned work, but this is usually based on pupils' literacy skills rather than their ability to understand scientific concepts. Since one of the strengths of the science teaching is the encouragement given to pupils to decide on their own methods for recording results there is potential for challenging higher attainers further by using this approach. However, pupils are seldom given the skills to do this effectively and neatly with the result that tables, graphs and diagrams (which in reality are often pictures rather than true diagrams) are often poorly drawn and of unsuitable size for the purpose.

105 Over the longer term teaching is satisfactory, with some good lessons observed during the inspection in junior classes. This is an improvement since the last inspection when science teaching was inconsistent. Teaching is generally more briskly paced and expectations are higher in the juniors. Some infant lessons labour a point and result in loss of interest and concentration. Most teachers question pupils effectively and are aware of misconceptions and problems which they deal with appropriately on an individual basis such as one Year 1 pupil who was convinced that if left in the dark the plant retreated back into the seed. Most teachers are also effective in organising activities and recapitulating key information so that pupils conduct investigations efficiently and recall the important facts. Many give pupils useful opportunities to reason and generalise so that pupils learn to understand and apply science as well as knowing facts. In many lessons useful references are made to how the science principles are used in everyday life so that pupils understand the relevance as in the Year 3 lesson on magnetism when the teacher gave information about MRI scanners. Although pupils' work is marked regularly, and their efforts praised, they

are seldom given guidance on how they can improve, and this is also true of annual reports. While some teachers put an appropriate emphasis on developing relevant scientific vocabulary, others fail to give pupils the words they need to discuss work in progress. Not all teachers are confident about the topics they are teaching and this creates confusion. Amounts of work recorded vary from year group to year group showing different expectations of what pupils are able to achieve. Infant pupils' work is unhelpfully mixed with other subjects in an exercise book.

106 The pupils' enthusiasm for and interest in science is encouraged through many trips, visitors and special events which promote the subject. These all enhance the subject and provide a breadth and richness to the curriculum.

107 Continue to improve attainment and progress in science by:

- revising the curriculum so that the planned curriculum is taught earlier and more consistently, including increasing the expectations of infant pupils;
- planning suitably challenging work specifically for higher attaining pupils;
- actively teaching the skills for selecting and producing different recording methods including ICT;
- providing pupils with information on how they can improve;
- ensuring the relevant vocabulary for each topic is introduced and developed.

## **ART AND DESIGN**

108 Standards in art and design are above average at the end of Year 2 and Year 6. This is a considerable improvement since the last inspection when attainment at the end of Year 6 was judged to be below the expected level.

109 Year 1 pupils have explored different marks and shapes using paint, computers and felt tips in the style of Kandinsky. Pupils' work is vibrant and lively and they are particularly proud of a stunning large group picture based on the artist's 'Squares with Concentric Rings'. Pupils in Year 2 sketch realistic self-portraits and experiment with making starch resist pictures after looking at some South American artwork. There is a very good range of work in individual art portfolios and pupils' sketchbooks. Pupils have made very attractive and colourful clay tiles depicting Aztec patterns.

110 Junior pupils build on these good foundations and produce an impressive array of work using a large range of different media. Year 3 pupils have experimented with Pointillism when studying the work of Seurat. Their work is lively and colourful and shows a good understanding of the artist's distinct technique. Year 4 pupils produce attractive coil pots with rainforest designs as part of a highly successful Artsweek. The work of the Year 5 pupils is of a particularly high standard because of the highly skilful teaching by the co-ordinator. In the only lesson seen during the inspection, pupils made very good progress in experimenting with cut out figures based on Matisse's 'The Nigress.' The teacher's outstanding subject knowledge coupled with her own enthusiasm inspired the pupils who all produced very good and individual Matisse cut outs. Pupils are given time to explore and investigate before having to complete their work which improves their evaluative skills. Pupils with special educational needs achieved very well in this lesson due to the very good support and encouragement from the support assistant. All pupils make good progress in their observational drawing skills and by the age of eleven produce very detailed and carefully observed sketches of hands.

111 Pupils have a rich curriculum for art and design and an 'Artsweek' enhances the provision. During this special week, each class works on a particular theme, which this year was 'Rainforests' and local artists are also involved. The work produced is of a very high standard and includes beautiful large silk prints and stunning batik animals, which are



displayed in the corridors for all to enjoy. Sketchbooks are used very well in all classes and good use is made of art programs in computer-generated designs. Attractively framed paintings of the work of famous artists are displayed around the school, which promotes the subject well.

112 Art is led very effectively and considerable credit must be given to the co-ordinator for the rise in standards of the older pupils. She has re-written the policy and the scheme of work, ensured that good resources are available and monitored teaching and learning. She acts as a consultant and gives advice and training as required. This results in a high level of staff confidence and pupil enjoyment of the subject. Year 6 pupils declared art to be one of their favourite subjects and talk with considerable knowledge and understanding about famous artists.

## **DESIGN AND TECHNOLOGY**

113 Standards in design and technology are below average at the end of Year 6 as they were at the time of the last inspection. Evidence of work in the infants is limited largely to making skills and indicates that these are also below average. However, there is now an appropriate programme of projects to teach pupils the basic skills of designing, making and evaluating artefacts, which should eventually improve attainment. At present, though, because this programme has only recently been introduced, there is limited evidence of progression. For instance, the stitching used by Year 2 pupils to make Joseph coats, Year 4 pupils to make money containers and Year 6 pupils in sewing their slippers is equally simple and crude. Although the school has also recently introduced procedures for assessing pupils' progress, this is too recent to be improving progress. As a result, teachers in the juniors are currently planning work which is too demanding for the pupils and although the pupils work hard to try to tackle it, they do not often achieve success.

114 When pupils are asked to design, their intentions are frequently for grandiose artefacts that are unrealistic and impractical given the tools, materials and resources available and the skills they have already. Although teachers do mention practicalities when discussing such 'designs', instead of bringing pupils back to achievable artefacts they often encourage pupils' flights of fancy and time is wasted drawing these instead of learning how to make decisions about a simple, workable project. In Year 4, for instance, pupils drew pictures of collapsible camping lights with shuttered metal legs which would take additional weights during windy weather. There is limited evidence that designs are developed systematically as pupils increase their skills – work in books of older pupils is still commonly no more than annotated pictures. Actual products often take little account of designs; Year 5 biscuits, for instance only varying in the shape cut out and whether dried fruit or chocolate chips are added to a basic recipe.

115 Pupils' joining skills are weak, and the finish poor. By Year 6 few pupils sew well enough, and the stitches are big and irregular. Although triangular cardboard corners are being used in a model of the Globe theatre in one Year 6 class, currently this is a new technique for most pupils. Throughout the school models are commonly stuck together with layers of masking or sticky tape. In Year 3, for example, the masking tape effectively covers any other material used in pupils' 'picture frames'. Few of the products are fit for their purpose as they do not stand upright, and they are poorly finished with, for instance, proud staples. Pupils have not taken care to measure and cut carefully so that frames are square or rectangular when they are intended to be. Cutting with scissors, even of thin card and paper, is rough. Fabric is often left with frayed edges.

116 Pupils are regularly expected to evaluate their finished work, but written comments show that they have not considered the success of their work against the original plans or

whether the resultant products are fit for the intended purpose. Pupils do, however, know that improvements are necessary when they discuss their work. When questioned about their products, for instance, Year 6 pupils realised that few of the finished slippers would last long.

117 Teaching in lessons is generally satisfactory, particularly where pupils are being taught background information like how to prepare fruit for eating in Year 1, or ways of strengthening paper in Year 3. Over the longer term, though, problems of skill development frequently restrict pupils' learning. In Year 6, for instance, the teacher prepared an introduction to constructing fairground toys which proved to be inappropriate because only about a quarter of the class had any knowledge of how cogs and cams worked. Although further demonstrations and explanations were used to help pupils make an attempt at designing a carousel, too many pupils lacked the practical experience to design a working model.

118 The subject has not been a priority for the school, but regular monitoring by the co-ordinator has identified some of these issues, particularly the limited use of the evaluations as they are recorded. This information is, therefore, available for action to be taken whenever it is considered to be timely. The school is less prepared in terms of resources, however. As at the time of the last inspection there are too few construction kits for junior pupils and a very limited range and supply of materials and tools. As a result, some unsuitable stock is used for projects, such as pipe cleaners for picture frames, and pupils needing practical experience of mechanisms are unable to experiment before attempting to design. There have recently been some useful projects such as the science/design and technology week during which pupils not only learnt the links between the subjects, but also had valuable experiences in working together to make artefacts. Some of the design and technology projects are usefully linked to relevant science work, such as the lights/torches project with circuits in Year 4 and fruit desserts to healthy eating and work on plants in Year 1. However, there is scope for boosting pupils' design and technology skills in other areas of the curriculum. Some projects conducted are still art rather than design and technology such as masks and curve stitching, and others are repeated when skills could be broadened to apply to different artefacts as in making cards.

119 In order to improve further the school should:

- Raise standards and increase the rate at which pupils develop design and technology skills by:
- ensuring pupils' designs are realistic, practical and possible given their prior attainment;
- developing pupils' skills in measuring, cutting, joining and finishing;
- refining pupils' evaluation to take account of original intention, fitness for purpose and durability;
- applying design and technology skills across the curriculum more regularly;
- improving the quality and quantity of resources;
- reviewing the usefulness of projects and structuring the curriculum to build in regular development, application and practice of essential skills.

## **GEOGRAPHY**

120 There has been good improvement in the subject since the last inspection. The school has adapted the new national guidance, improved planning and use of assessment and successfully addressed the issue of unsatisfactory teaching for the older pupils.

121 All pupils make satisfactory progress and are beginning to develop sound geographical enquiry and skills through the use of a range of appropriate resources, visits and secondary sources of information. As a result standards of attainment in geography are

average at the end of Year 2 and Year 6 for all pupils. There is good support for pupils with special educational needs so that they make good progress.

122 Pupils in Year 1 have been on visits outside the classroom. As a result they explain their journey to school and express their views about some features they pass. They have a clear understanding of what a map is and learn why we use them, as they enjoy following the adventures of Barnaby Bear. No lessons were seen in Year 2 but pupils' books show they have listened well to the story of *Katie Morag* and the *Snowman*. They have continued to draw maps and plans using an appropriate key recognising human and physical features of imaginary places. Good use has been made of world maps to identify a wide range of places the pupils have had the opportunity to travel to on holiday. They are aware the seaside is different from Oldland and are looking forward to their visit to Weston-super-Mare.

123 The work in books and on display in Year 3 based on Sigoulès in France is interesting. Using research skills and communicating by letter and e-mail with a pen pal has helped the pupils to understand the similarities and differences between the weather, life at school, the types of homes and the food the French people eat. The French lessons in school are contributing well to their understanding of some words and phrases.

124 Pupils continue to identify and describe what places are like in Years 4 and 5. They begin to understand the importance of rivers, learn a clear set of definitions for each river feature and identify settlements on the River Severn like Shrewsbury, Ironbridge, Worcester and Gloucester.

125 Too little geography was seen in the infant classes to make judgements on teaching. In the junior classes teaching is good overall. This year, the whole school 'Theme' week based on Central and South America has given pupils an insight into other people's lives and helped them understand, describe and explain how and why places are similar to and different from other places elsewhere in the world. Younger pupils compared a large map of Tocuaro village with one from Oldland, whilst older pupils wrote forecasts to explain what the weather would be like the next day in the rainforest. Letters of persuasion and posters to save the rainforests, letters and e-mail to children in the Napa valley in California, independent research which encouraged one pupil to write a narrative linked to the area, *'Paddington returns to deepest darkest Peru'*, all help to develop good literacy skills. In art, pupils portrayed their work well, based on *Journey through a rainforest* by Paul Klee and *Tiger in the tropical forest* by Henri Rousseau. Particularly good was the debate in Year 6 on the future of an area within the rainforest between the Timber Company, scientists, miners, tribe people, conservationists and the government. Each group carefully presented their views and the government met to decide the correct course of action. The debate contributed well to developing the pupils' speaking and listening skills.

126 Visits to Blaise Castle, Willsbridge Mill, SS *Great Britain*, the Maritime Museum, Industrial Museum and the residential trip to Dartmouth enhance the learning and give pupils first hand information.

127 Co-ordination is good. The hard working co-ordinator has effectively addressed the issues from the last inspection. She is planning to raise standards further by continuing to develop fieldwork skills, monitoring teaching and learning, assessment and tracking of pupils' progress over time.

128 In order to improve further the school should:

- continue to develop the pupils' fieldwork skills;
- continue monitoring the teaching and learning of pupils;
- find a more meaningful way of assessing pupils' skills, knowledge and understanding and for tracking progress over time.

## HISTORY

129 By the time the pupils are seven they are achieving standards in line with those found nationally. There was not enough evidence to make a judgement for pupils at the age of eleven but at the end of Year 5 pupils' standards are good. This matches the judgement made at the previous inspection, with some improvement made to the schemes of work, adapting some of the more recent national curriculum guidance. Pupils with special educational needs achieve well.

130 The infant pupils have enjoyed watching and learning about Florence Nightingale, the Great Fire of London, and the gunpowder plot. As a result the pupils were enthusiastic about these events, knew they had happened in the past, one in 1666. They knew they were part of history and recalled the date of their birth, and changes in their short lives. Pupils in Year 1 realise how important it is to take care of old toys and are able to point out the difference between old and new toys. However, they were challenged with some toys and pondered because, *they weren't... old and they weren't... new.*

131 Year 5 pupils celebrate history and successfully learn to become young historians. Their work shows good overall use of historical terms and a good understanding of chronological knowledge. Enquiry skills are developing well, a great improvement from the previous inspection when this area was less well developed. Very good use is made of local knowledge and local sources to find out about this area in the past. As a result of looking at the St Anne's school log books the pupils were excited to read and find out what was happening in the past. For instance, in 1939 the school was not re-opened in the September because evacuees had arrived from Birmingham; in 1940 candles and matches were purchased for the trenches dug in the field attached to the school; in 1941 the warden arrived to look at the damaged gas masks and arrangements were made for blackout in the school; in 1943 Queen Mary passed on her way to Golden Valley Paper Mill and VE day was in May 1945. A very knowledgeable local historian has helped them with the study of the local area and points out the places of interest as they walk around Oldland.

132 Pupils in Years 3 and 4 engage in four historical studies. There are good links with geography based on settlement and the basic needs of humans. Pupils use maps to identify the different places in Greece and Egypt and follow the routes taken by the Roman soldiers and the settlement of Roman towns. Pupils research some interesting facts about Greek schools, Greek ships, the Trojan horse, the development of a pyramid and the mummification process as well as finding out what the Romans left behind. The work in Year 4 shows how well pupils have understood the Tudor and Victorian periods as they continue to develop the skill of investigation using different sources of information to find out about life in those times.

133 Teaching in the infant classes is satisfactory overall. Too little teaching was seen in the junior classes to make secure judgements. However, the first history lesson this year in Year 6 was observed. This excellent lesson addressed the question, 'What is History?' The pupils soon began to examine evidence, evaluate it and understand that the past can be represented and interpreted in different ways and they were left eagerly awaiting the next lesson. All the teachers observed tried hard to give pupils time to reflect and think about a sense of time and their personal place in it.

134 Visitors, and visits to different places of historical interest all help to enrich the curriculum and enhance the understanding of the periods being studied. These give pupils opportunities to develop skills in speaking and listening, note taking and sketching.

135 A newly appointed, very good subject leader supports the subject very well. She has kept abreast of recent changes occurring nationally and has already made an impact after beginning to monitor some teaching and learning, providing every teacher with a copy of criteria for historical assessment and producing a portfolio of work to identify whether pupils are developing the skills of historical enquiry. She plans to continue to develop monitoring, to ensure teachers continue to use the assessment procedures that are in place, make greater use of ICT and develop a whole school time line to help pupils develop chronological understanding.

136 In order to improve further the school should:

- introduce a time line to be used across the school;
- continue to develop ICT;
- monitor the use of assessment.

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

137 Standards are broadly average at seven and eleven. This is a good improvement since the previous inspection when standards were judged to be below average. The progress that pupils make has also improved and most now make good progress thanks to improved resources and better teaching.

138 By the age of seven pupils word process simple sentences and add pictures to make their writing more interesting. They choose the font and style they want for their writing and change the size of the text. They write a series of instructions to get the programmable robot to move in the directions and distance they specify. They create interesting and colourful pictures in the style of Mondrian and create wrapping paper designs by making repeating patterns. They make and use simple databases.

139 By the age of eleven pupils confidently use the computer to produce presentations including text and pictures. They word process lengthy articles and interesting advertising posters. They send emails and seek information from the Internet. They found a great deal of information on rainforests during the week they spent learning about South America, for instance. They also consider whether the Internet is the most useful and appropriate place to research and compare how easy it is to find information from books instead. They use spreadsheets to calculate the cost of imaginary family holidays on a given budget.

140 Teaching overall is good. This is a good improvement since the previous inspection when teaching was judged satisfactory in the infant classes and unsatisfactory in the juniors. Teaching is much more confident now that teachers have undertaken a significant amount of extra training in ICT. There is a strong focus on basic skills and, because teachers are so much more confident in their own knowledge and understanding, they tell pupils clearly how to use the programs they are working with. Consequently pupils learn much more effectively and the pace of lessons is generally sharp. Lessons make effective use of the ICT suite and pupils usually work in pairs sharing a computer, providing good opportunities for moral and social development as they work on collaborative tasks. Lessons also relate to other subjects so that pupils search the Internet for information on the Bible in their RE lessons, for example, or work within a budget in calculating holiday budgets. However, the work pupils do in the suite is not followed up enough in the classrooms to reinforce the learning in between visits. This is something the school is aware of and is already planning to tackle through improvements to classroom computers once the new building is completed and all

classrooms are fully networked. Another area in which teaching could be better is in matching the tasks given to the pupils more closely to the needs of the different ability levels within a class. Currently pupils who struggle, including some of those with special educational needs, are well supported and therefore able to learn effectively but on occasions some more confident and capable pupils have to sit through teachers explaining basic skills that they already use confidently at home.

141 The school ensures that pupils cover all the elements of the ICT National Curriculum. This is an improvement since the previous inspection when it did not meet the statutory requirements and was judged to be unsatisfactory. Work is planned in a methodical and progressive way to ensure that pupils build upon earlier learning. Strong links with other schools in this country and overseas also enhance the work of pupils. For example pupils email schools in France and in California and Year 6 pupils learned how to use the computer for presentations at the local girls' secondary school. Assessment of what pupils know and can do is also improved. The school has satisfactory systems for assessing the work of pupils and recording their progress.

142 Co-ordination of the subject is good. This is a good improvement since the previous inspection when it was judged unsatisfactory. The co-ordinators have a very clear idea of what needs doing to improve the subject further. They plan to improve the resources and to conduct an audit of the ICT skills of the learning assistants so that they can provide training where it is needed and improve their usefulness in ICT lessons. Although they do not have opportunities to observe lessons at the moment they do monitor pupils' work to ensure that they make adequate progress and have drawn up a useful portfolio to show the progress pupils make year on year.

143 In order to improve ICT further the school should:

- implement the plans for improving resources once the move to the new building is completed;
- ensure that learning that takes place in ICT lessons in the suite are followed up effectively in lessons in classrooms;
- improve the way in which ICT tasks can be matched more closely to different abilities and the aptitudes of individual pupils.

## **MUSIC**

144 Pupils in Year 2 are achieving average standards and this reflects the judgement in the last inspection report. They make satisfactory progress. There is too little first-hand evidence this time to confirm that overall standards in Year 6 have remained good since then but the school continues to make good provision for music and offers very good opportunities for pupils to learn musical instruments. Singing throughout the school is good. In assemblies, in particular, pupils sing tunefully and with verve, taking accurate account of rhythm and enunciating words clearly. In songs that are accompanied by actions, pupils join in enthusiastically. Planning documents, lesson plans and recordings made on cassette tape show that all elements of music are covered over time but a secure judgement about teaching and learning cannot be made because only two lessons were observed.

145 In a Year 2 lesson, pupils clapped a steady beat accurately while singing a favourite nursery rhyme. Previously, they had devised a way of showing in pictorial form when an instrument such as a tambourine should play loudly or quietly and when the instrument should be rested. The teacher took every opportunity to use music at other times of the day. Pupils sang as they lined up to go out to play and, in an English lesson, appropriate percussion instruments were chosen to represent words such as 'squiggly' in a poem about a spider. In a good lesson in Year 5, pupils explored the difference between *timbre* and

*texture* in musical compositions by listening to a variety of short extracts, well chosen to make the difference clear. Pupils confidently identified the instruments that they could hear and said whether or not there were layers of sound. Standards in this lesson were above those normally expected from pupils of this age, helped in no small measure by their enthusiasm for the activities and the warm rapport with their teacher, who took the lesson at a brisk pace.

146 Taped evidence of work from pupils in Year 6 showed appropriate reactions to recorded music. In response to Smetana's 'Vltava' evocative pictures had been created and thoughts put into words: *Late at night, the river passed water nymphs playing in the moonlight*. These pupils had also composed music to represent a rainforest and two efforts in particular conjured up the atmosphere well, with screeching monkeys and heavy rainfall. Suitable graphic scores had been drawn to guide the players. The planning for a lesson delivered during the inspection week showed that the teacher expected pupils to accurately clap rhythms involving crotchets, quavers and minims and to compose tunes using a five-note scale. This accumulated evidence suggests that there is good provision for music, particularly in the juniors.

147 Instrumental teaching continues to be impressive and pupils who take nationally recognised examinations often achieve high grades. As well as recorder groups, five other instruments are taught – strings, flute, clarinet, guitar and harmonica. The choir attracts a good number of pupils and singing is strong. A musical concert every year provides a platform for these musicians to perform and, occasionally, instrumentalists play during assemblies. Music is an integral part too of school productions but pupils do not have regular opportunities to play in the community – for older citizens, for example.

148 The school still has a good-sized music room and an impressive number of music resources, neatly stored on trolleys. However, computers are not regularly used to promote progress in music, for example through the use of composing programs. The co-ordinator is effective and continues to lead the subject by example. She has observed a cross-section of lessons in the past year, as recommended in the last report. The published scheme of work is helpful to teachers in their planning. A new system for assessing the standards that pupils achieve is about to be completed for the first time.

149 In order to improve further the school should:

- make greater use of computer programs to enhance music provision;
- explore the possibilities of involving other local schools and community groups in musical activities.

## **PHYSICAL EDUCATION**

150 Attainment for pupils aged seven is broadly average. For pupils aged eleven no valid judgements on attainment are possible because not enough lessons were observed. However, in the one lesson seen for older pupils they were attaining at a level to be expected of their age group. In swimming most pupils exceed the expectations of the National Curriculum and achieve good standards. Infant pupils make good progress; this includes those with special educational needs who are fully included in all activities where this is physically possible. Pupils with special needs are well supported during lessons without being made too dependent on adults. No valid judgements about the progress of pupils aged seven to eleven are possible due to lack of evidence. Where PE was seen at this stage, pupils made good progress.

151 In swimming the pupils are attaining standards above those expected nationally by the age of 11. Pupils have also gained a good number of certificates covering general water skills

and life saving. The majority of pupils make good progress in this aspect of their physical development. The good level of attainment in swimming of Year 4 pupils is a particularly clear indication of the school's commitment to this aspect of its physical education work.

152 Teaching for pupils aged five to seven is good with some very good features. Too few lessons were seen to give secure judgements on the quality of teaching for the junior pupils but in the one lesson observed it was good. In consequence pupils are acquiring a good range of physical skills. Teachers ensure that pupils are aware of the importance of warm-up and cool-down exercises and these were a good feature of the majority of lessons observed. In a Year 1 lesson the pupils had been given the opportunity to name and develop their own warm-up procedures and demonstrated an ability to remember and perform what they had planned. In a Year 1 dance lesson the ability of the pupils to follow a simple sequence of movements was developed very well by their teacher. The lesson was distinguished by very clear instructions and a very good level of discussion encouraged by the teacher that was then used well to develop the performance of the pupils. A Year 4 games lesson provided a good learning experience for pupils by developing their ball skills. The teacher ensured that they fully understood what they were to learn, organised them quickly, demonstrated the activities well and used questioning to good effect to probe for understanding.

153 It was not possible to observe lessons in gymnastics during the inspection. However, the very small hall available to the school does limit the opportunities for the older pupils to do gymnastics. The school is looking forward to having its new building, which should remedy this situation. Apart from the hall, the resources available to the school for physical education are generally satisfactory. The resources available to teach swimming are good and the school has its own heated pool.

154 The school has a good level of involvement in local competitive sporting events, for example, the swimming festival, South Gloucestershire Festival of Sport and Schools' Rugby Tournament. There is also an excellent range of after-school activities that are well attended by the pupils. Opportunities are provided for the pupils in Year 6 to participate in outdoor and adventurous activities when they attend a residential centre.

155 The scheme of work for the subject is satisfactory in content and provides a broad and balanced set of experiences for the pupils, but needs to be firmly embedded and built upon once the new facilities are available. Procedures for monitoring and recording the attainment and progress of pupils are broadly satisfactory though in the early stages of development and the co-ordinator is aware of the need to ensure that they are adopted by all of the teaching staff. The co-ordinator is enthusiastic and has a clear vision as to where she wants the subject to go.

156 In order to improve further the school should:

- improve the way it checks how well pupils are doing and uses that information to target tasks more closely to individuals and groups of pupils.

## **RELIGIOUS EDUCATION (RE)**

157 At the ages of seven and eleven, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. The school has maintained the standards seen at the time of the previous inspection. All pupils, including those with special educational needs, make satisfactory progress in their learning and enjoy their lessons. By Year 6 pupils have a sound knowledge about the main faiths they have studied. Work scrutiny reveals that the contribution of RE to pupils' personal development has improved since the last inspection.



158 Teaching and learning are satisfactory overall. Year 2 pupils learn about Judaism and make satisfactory progress in understanding the main events of the exile from Egypt. They have learnt about the Feast of the Passover and know that Jewish stories are to be found in the Haggadah. The ideas involved are quite complex for younger pupils and there were missed opportunities to involve the pupils in drama to recreate and explain the story. Good artefacts were used to help pupils understand the significance of the Seder meal, although few pupils understood that the reason for celebrating the Passover was that the Angel of Death had passed over.

159 Year 3 pupils enjoyed the story of 'Rama and the Demon King' as part of their work about Hinduism. The lively teaching in this lesson and the fact that they could assume the role of the Demon King and Rama's wife Sita and be interviewed by fellow pupils brought the story to life. In a good lesson in Year 4, pupils made good progress in learning about Buddhist Festivals. They also understood the significance of special symbols and objects such as the lotus flower. Work scrutiny indicates that older pupils are expected to think for themselves and to make connections between religious teachings and how they relate to everyday life. Teachers make effective links with other subjects, such as literacy, by reading stories and showing pictures and encouraging pupils to write independently, practising skills taught in the literacy hour. The Internet is used effectively to provide additional research material. For instance, Year 3 pupils discovered many different places of worship in and around Bristol.

160 The co-ordinator leads the subject well. She has considerable subject knowledge, has improved resources and observed teaching and learning in other classes. There is a very useful portfolio of work, which provides valuable ideas for colleagues new to the school. Planning has also improved since the last inspection.

161 In order to improve further the school should:

- make more effective use of drama to explore issues in RE, particularly with infant pupils.