

## INSPECTION REPORT

### **ST ANNE'S C of E PRIMARY SCHOOL**

Hewish, Weston-super-Mare

LEA area: North Somerset

Unique reference number: 109217

Headteacher: Mr D Williams

Reporting inspector: Mrs H Bonser  
22870

Dates of inspection: September 16<sup>th</sup> – 19<sup>th</sup> 2002

Inspection number: 246896

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Hewish Weston-super-Mare North Somerset
Postcode:	BS24 6RT
Telephone number:	01934 832159
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Rogers
Date of previous inspection:	November 26 <sup>th</sup> – 28 <sup>th</sup> 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	English; religious education; music.	The school's results and achievements; Teaching and learning; Leadership and management.
9646	Geraldine Osment	Lay inspector		Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents.
14997	Val Emery	Team inspector	Foundation Stage; science; art and design; geography; physical education.	Personal, spiritual, moral, social and cultural education.
30705	Graham Stephens	Team inspector	Mathematics; information and communication technology; design and technology; history; special educational needs; educational inclusion.	Curricular learning opportunities.

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

### **INFORMATION ABOUT THE SCHOOL**

St Anne's Church of England Primary School is a voluntary controlled school just outside Weston-Super-Mare that draws its pupils from wide rural and urban areas. The school is smaller than average in, with 159 boys and girls from 4 to 11 years of age, although the number of pupils has increased from 128 at the last inspection. Pupils' attainments on entry to the school vary from year to year due to the small intake, but are broadly average. There are 16 per cent of the pupils on the register for special educational needs, mainly as a result of learning difficulties, although a few have behavioural difficulties. This is below the national average. However, the proportion of these pupils within each year group varies considerably from 13 per cent to 29 per cent. At present, three have Statements of Special Educational Need, which is about average. Pupils come from a wide variety of backgrounds, but this is not reflected in the proportion of those known to be eligible for free school meals, which is below average. Currently no pupils speak English as their second language and very few come from ethnic minorities. A new headteacher took up his position in January 2000.

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

St Anne's Primary School is a good school with many strong features. Standards in English, mathematics and information and communication technology have risen rapidly in the last two years because the quality of teaching is good. This means that pupils achieve well overall by the time they leave the school at the end of Year 6. Pupils behave very well and are very keen to learn. The headteacher, governors and staff work together very well as a team to improve standards for all pupils and are fully committed to continuing this. The school provides good value for money.

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

- At the end of Year 6, standards in English and mathematics are now above average and well above average in information and communication technology; pupils do well because the quality of teaching is good.
- The headteacher provides outstanding leadership, working very closely and very effectively with all staff and governors to overcome weaknesses and to bring about rapid improvements in teaching and the standards of work.
- The school cares very well for its pupils, providing very good support and guidance for them; together with the excellent relationships between all members of the school community, this makes a strong contribution to pupils' very positive attitudes towards school.
- The school promotes pupils' personal development very effectively, successfully encouraging them to behave very well, to get on extremely well together and to work hard.
- The school enriches the curriculum with very good relevant, additional learning opportunities that help to interest pupils and motivate them very well to learn.
- The excellent partnership with parents contributes very positively to pupils' learning.

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

- Standards in science, which are not yet as high as those in English and mathematics.
- Improve standards and pupils' achievements further in those subjects where they are satisfactory at present.

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

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

The school was last inspected in November 1996 and since then there has been a good improvement overall. Although the school began to address some of the weaknesses in the last report, initially standards fell considerably. However, very effective action by the school, following the appointment of the present headteacher has led to rapid improvements in the last two years. In particular, those weaknesses relating to information and communication technology, the use of assessment information

and aspects of leadership and management have been transformed into strengths of the school. The quality of teaching and learning has improved from satisfactory to good. A rigorous and ongoing programme of monitoring and support, together with a well-focused programme of in-service training has helped to bring this about. The national literacy and numeracy strategies have been implemented very well and consistently. In addition, there have been further improvements, for example, in the positive attitudes and behaviour of pupils, which are now very good. The increasing impact of these changes can already be seen in the rapid rise in standards and pupils' achievements in English, mathematics and information and communication technology since 2000. There is a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning. The school is well placed to make further improvements.

## STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The comparisons with similar schools, which are based on the proportion of pupils known to be eligible for free school meals, give a misleading picture of the performance of this group of pupils. They achieved well in English and very well in mathematics when comparing their results with those of their Year 2 tests. Standards fell in English, mathematics and science after the last inspection, to below average at the end of Year 6 and well below average at the end of Year 2 in 2000. This means that results did not keep pace with national trends. However, the good improvement in 2001 was also evident in results at the end of Year 2. These remained well below average in mathematics, but improved to below average in reading and writing. Teacher assessments in science were average. There have been further significant improvements in the last year, which are reflected in the unconfirmed results of the 2002 national tests.

Pupils now achieve well overall as they move through the school, compared to the satisfactory progress described in the last report. Standards on entry to the school are broadly average, although there are variations from year to year. By the end of their reception year, children reach the expected standards overall, achieving satisfactorily. They do well in speaking and listening and personal, social and emotional development, where standards are above average.

At the end of Year 2, standards are now above average overall and pupils are achieving well. They are strongest in reading, speaking and listening, mathematics, information and communication technology and art and design. They are slightly below average in writing in this particular year group, although pupils are doing well compared to their individual starting points.

Standards at the end of Year 6 are also above average overall and pupils are achieving very well in relation to their previous attainment at the end of Year 2. Standards are highest in information and communication technology, English, mathematics and art and design in Year 6. Although standards in science have improved to average, they are not yet as high, as the subject has not been a main focus for development until this year. The school is likely to meet the realistically challenging targets set for this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are enthusiastic, very eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school both in lessons and at play. There have been no exclusions during the past two years.
Personal development and relationships	Very good personal development; relationships are excellent between pupils of all ages and with all of the adults in the school.
Attendance	Good; above the national average.

Boys and girls alike co-operate together very well, concentrate and take a real interest in their work. They show thoughtfulness, care and respect towards the feelings and ideas of others and act very responsibly.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good and has improved since the last inspection. As a result, pupils learn well in most lessons. Basic literacy and numeracy skills are taught well across the school. Teaching is very good in information and communication technology and mathematics and consistently good in English. This has contributed very well to the improvements in standards and in the achievements of pupils of all levels of attainment in these subjects. Children's learning in their reception year has been enhanced by good improvements in the way their work is planned and the good use made of the improved accommodation since the last inspection.

The school now meets the needs of all girls and boys well, including higher attaining pupils and those with special educational needs in English, mathematics and information and communication technology. In other subjects, higher attaining pupils are not always extended fully. In well-taught lessons across the school, teachers plan work thoroughly, using their detailed assessments of pupils to match work to their particular needs. Teachers manage pupils very well, using a very good variety of methods and resources to provide challenging and interesting activities. As a result, pupils concentrate well, work hard and achieve well. Teachers make very good use of information and communication technology to support pupils' learning in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; enriched very well by visits and visitors and very good links with other schools and the community.
Provision for pupils with special educational needs	Very good; pupils have clear achievable targets and are supported very well by teachers and skilled learning support assistants. They are included well in all activities.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and for each aspect of their spiritual, moral, social and cultural development.
How well the school cares for its pupils	Very well; a strong emphasis on promoting self-esteem contributes very well to their personal development.

The successful focus on raising standards in English, mathematics and information and communication technology has meant that less time has been spent on improving other subjects. The school now plans to adjust this balance. Very good assessment procedures are used very well to monitor and support pupils' progress. The school has an excellent partnership with parents and this makes a strong contribution to pupils' learning.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall; outstanding leadership by the headteacher, very well supported by the senior management team and by very good teamwork between all staff.
How well the governors fulfil their responsibilities	Well; they are taking an increasingly active and effective part in the management of the school.
The school's evaluation of its performance	Very good; a rigorous programme of monitoring and support has contributed strongly to improvements in standards and teaching.
The strategic use of resources	Very good; available funds are used very well to support the school's priorities.

The headteacher has established a very clear sense of direction, shared by the whole school community and focused on improving standards and the quality of teaching and learning. The school works well to apply the principles of best value when making decisions. A good level of staffing means that class sizes are relatively small and well-trained support staff contribute very well to pupils' learning. A satisfactory level of resources and sound accommodation are used well to create a stimulating learning environment for pupils.

#### 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>• Their children enjoy coming to school.</li> <li>• Their children are well taught. They are expected to work hard, do their best and they make good progress.</li> <li>• The school is well led and managed and works closely with parents.</li> <li>• The school is approachable and responsive to their views and concerns.</li> <li>• The children are well behaved and the school helps them to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside the classroom.</li> </ul>

Inspection findings support the very positive views parents have of the school. With regard to their concerns, the team found that the school extends pupils' learning opportunities with a very good range of clubs, visitors and visits.

## **PART B: COMMENTARY**

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

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

1. Results in the 2001 National Curriculum tests at the end of Year 2 were below average in reading and writing and well below average in mathematics compared to all schools nationally. Nevertheless, this showed a good improvement from the results of the previous year in reading and writing. Teachers' assessments in science indicate that standards were average. Compared to schools of a similar context, results were well below average in all three areas. At the end of Year 6, results were above average in English, well above average in mathematics, but well below average in science, in comparison to all schools and compared to the prior attainment of this group of pupils at the end of Year 2. This also showed significant improvement in English and mathematics from the below average results in 2000. In this school, the proportion of pupils known to be eligible for free school meals varies from year to year. Consequently, comparisons with similar schools on this basis, which were average in English, above average in mathematics and well below average in science can, as in this particular year, give a misleading indication of pupils' achievements. The performance of boys, compared to the national picture, has been slightly better than that of girls over the last three years.
2. The unconfirmed national test results for 2002 show this upward trend in standards and achievement continuing. There are further significant improvements in the proportion of pupils both reaching and exceeding the expected levels. This is especially noticeable in reading and mathematics at the end of Year 2 and in English at the end of Year 6, in spite of nearly a third of that group of pupils being on the register of special educational needs. Although results in mathematics in Year 6 fell back to some extent, this still represented very good achievement in both subjects compared to these pupils' attainment at the end of Year 2, which was below average in English and well below average in mathematics.
3. Results over the last five years have not kept pace with the national trend overall. This is because in the last inspection, standards in English and science were judged to be above average, and average in mathematics. After this, results fell to a low point in 2000, to well below average overall at the end of Year 2 and below average at the end of Year 6. However, over the last two years, there has been rapid improvement, reflected in the national test results. For example, the proportion of pupils reaching Level 2 has risen from 63 to 91 per cent in reading and 81 to 96 percent in mathematics. At the end of Year 6, the proportion of pupils reaching the higher Level 5 has increased from 17 to 43 per cent in English and from 11 to 21 per cent in mathematics. This dramatic reversal in standards and achievement has been brought about as a result of a rigorous programme of school improvement initiated by the new headteacher over the last two years. In science, although there has been some increase in the percentage of pupils reaching Level 4, improvement has been less marked, as the school appropriately focused first of all on raising standards in English and mathematics.
4. Children's attainments on entry to the school, from observations and from analyses of the baseline assessments, are broadly average, although there are year to year variations reflecting the different groups. Children achieve satisfactorily overall in the Foundation Stage. By the time they leave the reception class, the majority meet the early learning goals in all areas of their learning and exceed them in personal, social and emotional development and their speaking and listening skills, as a result of the particular emphasis the school places on these.
5. Past work and lesson observations reflect the continuing improvements since the 2001 results. Standards at the end of Year 2 are now above average in mathematics and average in English and science. Pupils of all levels of prior attainment achieve well in relation to their individual starting points. At the end of Year 6, standards are above average in English and mathematics. These pupils, as last year, are achieving well overall from the time they started school, but very well in relation to their levels of attainment at the end of Year 2. Standards have improved to average in science.

6. The very good improvements in standards over the last two years have been brought about by the very good leadership and management of the school. This is reflected in improvements in the quality of teaching and learning, which is now good overall. A number of factors have contributed strongly to the rise in standards in English and mathematics. These include the very well planned setting of pupils in Years 3 to 6 and the use of specialist teaching in these subjects. This helps teachers to provide challenging and well-matched work for pupils of all levels of attainment with differing needs, so that they achieve well. The very effective and consistent implementation of the national literacy and numeracy strategies has an increasing impact on standards. The good use the school makes of initiatives, such as the early and additional literacy strategies, for pupils in need of additional support and the very good provision for pupils with special educational needs are reflected in the good increase in the numbers of pupils reaching the expected standards. Underlying this is the very good use now made of assessment information to track and support individual pupils' progress and to identify and set targets for specific areas of weakness. The very good behaviour and very positive attitudes that boys and girls have towards their work also contribute to their achievements. As a result, the school is likely to meet the challenging targets set for this year, as part of their wholehearted commitment to continuing to raise standards.
7. In English, standards in speaking and listening are above average at the end of Year 2 and Year 6 because teachers provide many well-used opportunities across the curriculum for pupils to practise their speaking and listening skills through discussion and drama and in groups of varying size. Consequently, by the time they leave the school, pupils listen very attentively to their teacher and to each other. They make thoughtful contributions to sustained discussions. This makes a good contribution to their learning in all subjects. Standards in reading are also above average at the end of Year 2 and Year 6. This is partly because phonics and key words are taught in a consistent, well-structured way and teachers monitor and support the progress of individual pupils very carefully. Pupils are enthusiastic readers, and show a good understanding of what they read. Standards in writing are slightly below average by the end of Year 2, as there are few higher attainers in this group. Standards are above average by the end of Year 6 following an effective and continuing school focus in this area. Teachers make good use of opportunities in other subjects to reinforce and extend pupils' literacy skills. They also make good use of information and communication technology to promote pupils' language skills.
8. Standards in mathematics are above average in all aspects of the subject by the end of Year 2 and Year 6. This is a direct result of improvements in the quality of teaching and the very effective implementation of the national numeracy strategy with the associated staff training. Teachers also make good use of their assessments to plan work that is matched well to pupils' differing needs. The good variety of ways in which teachers help pupils to learn contributes well to their good achievement. They use information and communication technology particularly well to support pupils' developing mathematical skills and to extend their numeracy skills purposefully in other subjects.
9. Standards in science are broadly average by the end of Year 2 and Year 6. Most pupils achieve satisfactorily, although higher attaining pupils are not always challenged sufficiently. Standards in scientific enquiry are weaker than in the other aspects of the subject as they are not developed systematically enough. Science has not been a main focus for improvement over the last two years, which is why standards have not risen as rapidly as in English and mathematics.
10. Standards in information and communication technology are well above average by the end of Year 2 and Year 6 and pupils achieve very well as a result of very good teaching. From the unsatisfactory position described in the last inspection, the subject has been transformed into a strength of the school. Much of the improvement has taken place over the last two years under the outstanding leadership of the co-ordinator, appointed at that time. The confidence and skills of teachers have increased significantly as a result of high quality training. Teachers make very good use of the computer suite, not only to improve pupils' skills in the subject, but to help them apply these in support of their learning across the curriculum.

11. In religious education, standards are in line with expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Pupils achieve satisfactorily overall. They reflect well on their own experiences, helping them understand better the ideas and values of others, as this aspect is taught well. This makes a very good contribution to their spiritual, moral, social and cultural development. Their knowledge of world religions is less secure, as it is not always developed in sufficient depth for older and higher attaining pupils.
12. By the end of Year 6, standards are average in history, geography, design and technology, music and physical education and pupils achieve satisfactorily. There are examples of good quality work in several of these subjects, but standards and achievement are not consistently as high as in the core subjects and information and communication technology. This is because in the last two years the school has concentrated strongly and successfully on raising standards in those areas, leaving less time, training and resources for the sustained development of other subjects. Standards are above average in art and design and pupils achieve well because teaching is good, pupils work in a wide variety of activities and develop their skills progressively as they move through the school.
13. Pupils with special educational needs achieve well overall and make good gains in their learning, relative to their prior attainment. They make good progress towards their individual targets. They also make good progress in lessons as a result of carefully planned, well taught work and very good support from class teachers and skilled learning support assistants. Good examples were seen of them questioning pupils well and encouraging them to explain their thinking, thereby reinforcing their learning. A part-time teacher provides very good additional weekly support for pupils with Statements of Special Educational Needs. Higher attaining pupils now achieve well, especially in English and mathematics because of well-matched challenging work and increased opportunities to extend their skills by working with older pupils. This is less marked in other subjects. Gifted and talented pupils who have been identified in mathematics are helped to do well, by, for example, working with older pupils. No significant differences in the achievements of boys and girls were noted during the inspection.

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

14. The pupils come to school with very good attitudes and this is a further improvement since the inspection of November 1996. All of the parents who responded to the pre-inspection questionnaire stated that their children like school and parents at the pre-inspection meeting felt that this is a happy school. All of the pupils enjoy school, this is evident in the cheerful way they enter classrooms and are prepared to work hard. There were many lessons in every year group where this was so. For example, in a well taught Year 4 geography lesson, the set task was challenging but the pupils persevered and took care with the presentation of their work. A very good Year 5 design and technology lesson was very well planned to inspire the pupils both intellectually and creatively and they all rose to the challenge.
15. All of the parents, who responded to the pre-inspection questionnaire, felt that behaviour in the school is good. The inspection team supports the parents' views as it judges behaviour to be very good both in lessons and around the school and this is also a further improvement since the last inspection. Very good behaviour is contributing positively to the good standards of learning. This was observed in many lessons including a Year 5 science lesson when the pupils were estimating the fat and sugar content of various foods. The pupils were also very well behaved during a Year 3 geography lesson, when the class was discussing the clothes you would need to take on holiday to a hot climate.
16. The pupils are very polite and courteous to each other, to teachers, other staff and visitors. They move around the school sensibly, for example when changing classrooms for their English and mathematics sets in Years 3 to 6. The pupils are trustworthy and show respect for property, treating the resources they use with care. The good range of playground equipment, for which the pupils are responsible, contributes positively to the good-natured play at break and lunchtimes. No incidents of bullying or racial abuse were observed during the inspection and there have not been any exclusions from the school during the two years prior to the inspection.

17. All pupils with special educational needs respond well to the adults that support them and give of their best. Their behaviour is good and most have developed positive attitudes to their learning. Pupils with special educational needs receive very good support from their peers with teachers frequently pairing pupils together to discuss aspects of the lesson. The raising of pupils' self-esteem is given a very high priority throughout the school and they are involved, with parents' permission, in reviewing their progress and setting new targets in their individual education plans.
18. Pupils' spiritual development is very good. Pupils exhibit a respect for themselves and a sense of empathy with others. For example, in a Year 2 lesson, pupils gave thoughtful suggestions about the qualities of a good friend, which showed a developing understanding of how their actions affect others. Pupils' social and moral development are also very good and are underpinned by the strong emphasis the school places on fostering a sense of community and providing a clear moral code. During an interview with pupils from Years 5 and 6, they expressed views that clearly showed their ability to make responsible and reasoned judgements on moral dilemmas, for example, on the question of whether the United States of America should attack Iraq. Pupils' cultural development is very good. Through the schools' very good provision the pupils are developing an ability to appreciate cultural diversity in work about Judaism for example. Year 6 pupils begin to express clear opinions about the importance of people showing tolerance towards others. Pupils enjoy taking part in local Arts festivals and competitions that extend their understanding of their own cultural heritage.
19. The personal development of the pupils is very good. The school is very successfully meeting one of its aims to 'provide opportunities for pupils to develop skills, which promote self-esteem and confidence in their relationships'. Relationships between pupils and with adults in the school are excellent. Parents at the pre-inspection meeting expressed the view that 'the children help each other'. This was observed in many lessons when pupils worked in groups or pairs. For example, they co-operated very well together in the computer suite in a Year 2 mathematics lesson and during a Year 6 literacy lesson when the pupils were using spider diagrams to produce interesting sentences. The pupils are also able to work well individually; this was evident in a Year 5 literacy lesson when the class was studying 'The Adventures of Isabel' by Ogden Nash. Many examples were seen of pupils giving spontaneous help to each other and of boys and girls of all ages playing and working together very well. For example, in English and mathematics lessons, where, because of the setting arrangements, pupils from three, or even four, year groups worked purposefully and happily together. In discussions pupils show a high level of respect for the feeling and ideas of others.
20. School attendance rates are above the national average and this is an improvement since the last inspection. Registers are taken promptly at the beginning of morning and afternoon sessions and lessons start on time.

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

21. The school has successfully addressed the weaknesses in teaching noted in the key issues at the last inspection. As a result, the quality of teaching and learning has improved and is now good overall. A key factor in this has been a rigorous and ongoing programme of monitoring and support, introduced by the new headteacher, together with a very well focused programme of in-service training and the careful deployment of teachers to maximise the impact of their specialist skills. This has made a significant contribution to the improvements in standards and pupils' achievements in the last two years and continues to do so. The quality of teaching was good or better in nearly nine-tenths of the lessons seen. It was very good, and at times excellent, in nearly a third of them. No unsatisfactory teaching was seen. Particular improvements have been made in teachers' subject expertise, as well as in the quality of planning and assessment, which were particular areas for improvement in the last report. This helps teachers to match work well to pupils' needs, whatever their level of attainment, especially in English, mathematics and information and communication technology.
22. Teaching is now very good across the school in mathematics and information and communication technology and good in English. This, together with other focused developments in these subjects,

such as the use of precise target setting and strong leadership from the co-ordinators has made a key contribution to the rapid improvements in standards and pupils' learning in these subjects. In the lessons seen, teaching was also good in science, religious education, art and design, design and technology and music. The reason that the good teaching has not yet had the same impact on standards in most of these subjects is because the school has focused strongly on improving English, mathematics and information and communication technology, over the last two years. Consequently, less time has been available for other subjects and areas within them, such as assessment and subject leadership, are not as highly developed. Such factors make it more difficult for pupils to reach high standards as they move through the school. The school is now planning to redress this balance. Teaching was satisfactory overall in the lessons seen in geography, history and physical education. The quality of teaching is good overall in the Foundation Stage, where it was unsatisfactory at the time of the last inspection. It is also good in Years 1 and 2 and in Years 3 to 6. This consistent picture now helps pupils to achieve well overall as they move through the school.

23. Basic literacy and numeracy skills are taught well throughout the school, helping pupils to achieve well and to make good and often very good progress in many lessons. One reason for this is that teachers have worked hard to implement the national literacy and numeracy strategies very effectively and consistently. They have been helped in this by very good guidance from the co-ordinators and by making good use of staff training. This means, for example, that they use their very good subject knowledge well in questioning and intervention to extend pupils' skills and understanding. In a very well taught English lesson for Year 2 pupils, the teacher based some very effective teaching about phonics on spelling errors made by pupils in the previous lesson. The pupils had very positive attitudes to learning from mistakes and listened intently as the teacher clearly explained rules - and exceptions - that would help them. As they practised using the sounds correctly, the use of small whiteboards enabled the teacher to give instant feedback to individuals. At the end of the session, pupils' responses to 'What have you learnt today?' such as 'I noticed I had put 'shoil' instead of 'spoil' and 'I've learnt that 'sd' don't make a sound', showed how well they had improved their skills. In a well taught mathematics lesson for mainly Year 3 pupils, the teacher used her subject knowledge very well to help them learn and use specific mathematical terms accurately. She encouraged them to explore and explain different ways of adding and subtracting two digit numbers, helping them to improve their skills of mental calculation. Teachers also seize opportunities well in other lessons, besides English and mathematics, to reinforce and extend pupils' basic skills. They also make confident and purposeful use of information and communication technology for this purpose.
24. Pupils with special educational needs are taught well. Class teachers know their particular needs very well and take good account of these in their planning, so that pupils are challenged appropriately and included fully in lessons, often through skilful questioning. In English and mathematics, the setting arrangements across Years 3 to 6 benefit these pupils, in enabling them to work, often in smaller groups and with more support from staff, with other pupils of a similar level of attainment. This helps them to make good progress in lessons. Most work takes place in the classroom. Once a week, pupils with Statements of Educational Need are withdrawn from class to work individually or in small groups with the special needs teacher on specific targets, often those related to personal development. At other times, pupils receive focused support from very well briefed, skilled learning support assistants, who provide very effective help for pupils and make a positive impact on their rate of learning. They give good feedback to teachers and to the co-ordinator through written notes about pupils' progress in each session they lead, which helps teachers to decide what they should learn next. The very good relationships between the pupils and the adults with whom they work motivate them well, so that they are keen to improve and work hard. All of these factors combine to help these pupils to achieve well.
25. In many lessons, there are strong features that contribute to the very positive attitudes that pupils have towards their learning. Teachers manage their pupils in a very consistent and positive way. This is based on the excellent relationships clearly evident between all staff and pupils throughout the school. Teachers help pupils to meet their high expectations of behaviour and attitudes to work by creating a calm and purposeful atmosphere in lessons. They have a thorough knowledge of individual pupils, which they use very well to support them and to promote their self-esteem and

personal development. They listen to and value pupils' ideas, helping them to develop their confidence in expressing them. This reflects the aims of the school very well. Many very good examples of this were seen in lessons across the school. It means that all pupils are keen to share their ideas, with each other and with adults, irrespective of their level of attainment. A particular strength is the way that teachers use information and communication technology to make good and purposeful links between pupils' learning in different subjects. This not only helps pupils to extend their computer skills but enhances their work in other subjects very well. Teachers put considerable thought into providing interesting starting points for pupils' learning, often based on first hand experiences from visits or with visitors. These factors, together with well-chosen resources, help to make learning relevant to pupils at all ages, captures their interest and help to make them keen to learn.

26. Teachers work in close collaboration with their learning support assistants. They brief and deploy them very well, so that their skilled and valued support has a very positive impact on pupils' learning. They work closely with parent helpers, which also help them to make a valuable contribution to pupils' learning. Many good examples were seen of teachers using effective questioning techniques to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls of all levels of attainment were equally involved. In many lessons, teachers use a good range of teaching and learning strategies to keep up a brisk pace and inject a sense of urgency, for example, by using time targets effectively. As a result, pupils listen well and work hard. In most lessons, they settled very quickly and sensibly to group activities, showing how very well they can concentrate and co-operate with each other.
27. Teachers have high expectations of pupils' work, especially in English and mathematics, which are underpinned by the very good improvements in planning and assessment since the last inspection. This is reflected in the clear objectives set for each lesson that they share well with pupils. In the best lessons, teachers refer to the objectives frequently during the lesson to keep pupils tightly focused on what they should be learning and to help both the pupils and themselves to assess how well they have done at the end of the lesson. Teachers make good use of both the lesson objectives and, in English, pupils' individual targets, both in discussion and when marking their work, so that pupils know exactly what to do to improve. This contributes well to the good knowledge they have of their own learning and to the very good progress that they often make in lessons. Very good examples were seen in several lessons of teachers using their assessments of pupils' responses and outcomes of work in one lesson, to carefully adjust the content and activities in the subsequent lesson, so that it was closely matched to their immediate needs. This helps pupils to do well.
28. The impact of such features on pupils' rate of learning was illustrated in a very well taught literacy lesson for pupils, mainly from Year 6, with some higher attainers from Year 5. The teacher immediately engaged the interest of pupils and showed her very good knowledge of their individual needs by reminding them of the assessments and targets they had made of their own work the previous week. This focused pupils on the specific areas they needed to improve. For example, one pupil remarked that she had not included enough complex sentences, to which the teacher replied, 'Yes, N- - , you made a point but didn't elaborate'. These pupils were very aware of their own learning from this target setting process. The teacher used a very good variety of activities to help pupils write a descriptive paragraph about the former church building next to the school. She incorporated opportunities for pupils to learn in different ways through reflection, paired observational work outside the classroom, collaborative group work, whole class teaching and individual work. The effective use of time targets meant that a brisk pace and good sense of purpose was kept up throughout the lesson. This helped pupils to concentrate very well and produce a good amount and quality of work. The teacher used her evident subject expertise very well to model planning, give skilful explanations and ask challenging questions that extended pupils' ideas and vocabulary and evoked thoughtful descriptive writing, much improved from their suggestions at the beginning of the lesson. Examples such as, 'The tower which held the bell stands by the old stone church', and 'The fantastically ornate tower which was used for ringing the huge bell juts out from the main building with its elaborate, arrow slit windows', showed the very good quality of learning in the lesson.

29. In a few lessons seen, learning was satisfactory, rather than good or very good. This was sometimes because teachers spent too long on initial explanations so that the pace and sense of purpose dropped, resulting in some pupils lost concentration or because the match of work was not as sharply focused to pupils' needs. In others, not enough time was left to use the plenary session effectively to review or extend pupils' learning.

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

30. The school provides a broad and very relevant curriculum that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education and has improved since the last inspection. The school also meets the requirements for a daily collective act of worship. It builds successfully upon what the pupils know, understand and can do and uses information and communication technology very well to support learning in many subjects. However scrutiny of timetables and pupils' work indicates that the curriculum lacks balance. The school has concentrated successfully on raising standards in English and mathematics over the last two years and has devoted more time to these subjects. As a result, there is less time available for science and foundation subjects such as geography, music, design and technology and history. Therefore, it will be difficult for the school to improve further on the satisfactory standards already achieved in these subjects unless the timetable is adjusted to ensure that adequate time is allowed for the teaching of all areas of the curriculum.
31. Policies and schemes of work exist for all subjects. Exemplar schemes from the Qualifications and Curriculum Agency are used as a basis for planning in most subjects, except music where a commercial scheme has been purchased to support teachers. The national strategies for the teaching of mathematics and English have been implemented very effectively. Long-term plans give a good overview of the curriculum and medium plans are of good quality identifying key learning objectives and teaching activities for all subjects. The information gained from on-going assessment during lessons is reflected well in the learning objectives set in short term planning. For example, a teacher identified during the previous lesson that his Year 2 pupils did not know how to use the 'undo' facility on the computer. This was reflected in his planning for the next lesson and the pupils were then taught the new skill.
32. Provision for pupils with special educational needs is very good and these pupils are included well and have access to the full curriculum. The requirements of the Code of Practice for special educational needs are fully met. Teachers work closely with learning support assistants to ensure that these pupils' needs are met and consequently they make good progress against the targets detailed in their individual education plans. Planning reflects appropriate learning activities matched well to the needs of these pupils. The 'buddy' system used in the computer suite ensures that these pupils work alongside and receive support from one of their peer group. This impacts positively on their learning. Some pupils are withdrawn and taught in very small groups for English and mathematics mostly when the rest of the classes are studying these subjects. The school is very aware of the need to give due emphasis to equality of opportunity and ensures that pupils are not withdrawn from the same lesson throughout the year. Pupils with Statements of Special Educational Need are very well provided for. Teachers and support staff take care that these pupils' needs, as identified in their statements, are met.
33. The links established with partner institutions are very good as they enable expertise to be shared between staff and also additional learning opportunities developed for pupils. Coaches from the local comprehensive schools have supported pupils with specialist coaching in rugby and football and pupils have taken part in local rugby and dance festivals organised at the schools. Very effective curricular links have been established in both design and technology and information and communication technology between the school and the Priory Technical College. This college also hosts a 'gifted and talented summer school,' to which two pupils are invited each year. Headteachers from the local association of primary schools also hold regular meetings and working parties of teachers have met to monitor developments in the curriculum.

34. There are very good links with the community. The school is fairly isolated from many of the areas where pupils live. Despite this, both the community and the church support the school very well and the school in turn works hard to ensure that both people living locally and those further afield know about events that are taking place. The minister visits regularly to lead assembly and talk with pupils; pupils take part in and contribute to, the local harvest festival service; pupils often visit Weston–Super-Mare to support aspects of the curriculum such as history and they recently visited the mayor’s parlour. Parents and friends are often invited in to support pupils’ learning, for example, when one pupil’s grandfather was invited to talk about life in the sixties. Parents and friends support school events enthusiastically, with most events being full to capacity.
35. The provision for personal, social and health education is very good. Policies are in place for drugs and sex education and implemented effectively. The school makes full use of outside agencies to support learning in this area and receives good support from both the Healthy Schools Programme and the Old Vic repertory company that delivers health education to the pupils through drama. The profile of personal, social and health education is high throughout the school. This is not only because of the regular teaching, but also because of the direct involvement of pupils. They are asked, for example, to complete questionnaires about their own eating habits and lifestyle and recording positive comments about themselves such as ‘I am good at playing with my sister,’ on the computer.
36. The majority of pupils travel to the school by either coach or car and yet in spite of this the range of extra-curricular activities is very good. It ranges from after-school French, drama, netball, library and football clubs, to rugby, craft, recorders, guitar, games and information and communication technology at lunchtimes. Teachers also make very good use of frequent visitors and visits, including, for example, a two yearly residential trip to extend and add relevance to pupils’ learning opportunities. All of these make a significant contribution to pupils’ motivation and learning.
37. The provision for pupils’ personal, spiritual, moral, social and cultural development is very good overall and has improved since the last inspection. The school’s ethos strongly promotes the provision for opportunities for pupils to develop skills, which promote self-esteem and confidence in their relationships. The school sets goals for pupils’ personal development. The present goal concerns the development of high self-esteem, respect for culture, beliefs and feelings for others and the celebration of achievements.
38. The provision for pupils’ spiritual development is very good. Key strengths are the way in which the school’s high quality assemblies are used and very good links with the local vicar. The school gathers together in assemblies to carefully explore planned issues and reflect together on the impact on their lives. A good example of this was an assembly led by Year 6 pupils which concerned ‘Challenging Stereotypes’, involving questioning to reveal stereotyping and a talk from a senior citizen about what older people liked doing. As a result, pupils reflected that there are really few differences. The school provides an ethos in which all pupils can grow and flourish. Pupils’ self esteem is strongly developed and respect for each other is successfully role modelled by all adults in the school. Pupils’ questions are valued and time is given to their ideas and concerns. Through charity work with such organisations as UNICEF and Children in Need, discussions are promoted to aid pupils’ understanding of human feelings and emotions. World events, such as ‘September 11<sup>th</sup>’ are discussed to give pupils an opportunity to understand how actions can impact on other people. Observations of festivals such as Divali and the Chinese New year focus on helping pupils to explore the beliefs of others.
39. Very good provision is also made for moral development. The school places great emphasis on the provision of a clear moral code through its ‘Golden Rules’, which reinforces consistent messages. Pupils are given opportunities to explore moral issues. For example, the school council considers suggestions from pupils and debates issues in terms of ‘Why can’t we.....?’ and ‘Why shouldn’t we.....?’ The debate and reasoning is shared afterwards with pupils. A ‘Buddy Bench’ is provided in a quiet place in the playing area for pupils to sit and talk to each other, when they need to talk to a friend. The good role modelling of all staff makes an important contribution to moral development. All staff demonstrate care and concern for each other as well as the pupils. The way

in which pupils are treated, encourages them to take responsibility for their own actions and to understand that they are accountable.

40. Provision for social development is another very good area. There is a strong sense of community within the school. The vicar is a regular visitor to the school and helps to promote links with the wider community of the school. Teachers encourage pupils to work co-operatively through paired and group activities. They have opportunities to play in teams, school productions and events as well as class presentations and assemblies. Additionally, responsibilities are offered as captains and vice captains of houses and to be a member of the school council, which has representatives from all classes. After the Harvest Festival celebrations, pupils take gifts to houses on the other side of the motorway, to make contacts with the wider school community.
41. Pupils' cultural development is also very good and has improved since the last inspection. Music is always provided at the start of assemblies, which is explained and discussed. Regular yearly opportunities are provided for visits to art galleries with a strong focus on contemporary art and theatre groups visit the school. Particularly good improvement has taken place in the provision for helping pupils to understand the different traditions and values of other cultures. The preparation of pupils for life in multicultural Britain is now good. Through the personal, social and health education curriculum, discussions about racism are promoted. Through studying festivals and Christian celebrations, links are made with other religions. For example, parents and the community provide re-enactment of Hindu and Christian weddings and christenings. Celebrations of their own culture are observed frequently. The whole school celebrated together in the Jubilee celebrations. The school carefully monitors the success of what is provided and is constantly striving to improve its provision.

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

42. As reported at the last inspection, the school takes very effective steps to ensure pupils' welfare, health and safety. There is an effective health and safety policy and the governors take appropriate responsibility for thorough risk assessments. Arrangements for dropping off and picking up pupils at the beginning and the end of the day have improved with the provision of a car park and the temporary fencing is no longer a hazard, as reported at the last inspection. There are suitable arrangements in place for first aid and medical support and appropriate records are kept. The pupils are well supervised at break and lunchtimes. The school also provides escorts for the many pupils who travel to school by bus. The school has very good arrangements in place for child protection issues; the headteacher is the named responsible person and has been trained for this role. The school has established very effective support and guidance for pupils' personal, social and health education. There are opportunities for pupils to discuss relevant issues and aspects of the work are integrated very well into other subjects of the curriculum. For example, health, sex and drugs education are sometimes taught through science and design technology.
43. The monitoring and support of pupils' personal development is very good. Parents expressed the view that this is a caring school. This is clearly seen in the excellent relationships throughout the school. All staff work hard to maintain very positive relationships, they know the pupils very well and are able to monitor personal development through thorough record keeping of pupils' achievements. The comments that teachers make on the annual reports to parents show that they have very good knowledge of all of the pupils with whom they come into contact. They use this to provide sensitive support for pupils and to promote their personal skills at every opportunity, both in and out of the classroom.
44. There are very good procedures in place for the monitoring and improving of attendance, which explains the improved rate of attendance since the previous inspection. The headteacher and education welfare officer regularly check the attendance registers and instances of unexplained absence are quickly followed up.
45. There are excellent procedures in place to monitor and promote good behaviour and eliminate oppressive behaviour. All teachers have the same high expectations of pupils in terms of their behaviour and this ensures that pupils are not confused when taught by different members of staff.

Teachers use praise very well as a reward and pupils appreciate that their efforts are noticed. The awarding of the Endeavour Cup and celebrations of achievement during Golden Book assemblies have a positive impact in raising pupils' self esteem. All of the parents, who responded to the pre-inspection questionnaire, feel that the school is helping their child become mature and responsible. The school is very successfully meeting one of its' aims to 'encourage learning by providing a welcoming, friendly and supportive environment in which children can become confident and independent learners'. The very good attitudes towards their work that pupils have as a result of this are a significant factor in their good achievements.

46. The school gives very good support to pupils with special educational needs. Their needs are identified and support planned at an early stage. Appropriate procedures exist for placing pupils on the register. The school meets the requirements outlined in the pupils' statements of special educational need. Skilled learning support assistants work closely with class teachers in monitoring and recording pupils' progress towards the targets in their individual education plans so that work is matched closely to their needs. The school places great emphasis on including all pupils in the full range of activities offered and is very successful in this regard. Particularly good examples were seen of how very close co-operation between class teachers and the visiting teacher from the Schools' Inclusion Service enabled pupils with behavioural difficulties to participate fully in the afternoon's lessons.
47. There are very good procedures for monitoring and supporting pupils' academic progress. The school has very good assessment procedures overall. Data from each year's national test results are analysed and the information is used very well to plan future work. The use of assessment information has shown good improvement since the last inspection. This use is particularly strong in English, mathematics and information and communication technology, where it has been used very effectively to raise standards. In other subjects, assessment procedures are less refined and not yet used as effectively to raise standards.
48. All information from a wide range of tests and assessments each year is analysed very carefully by the English and mathematics co-ordinators in particular and a plan for action drawn up to remedy identified weaknesses. This plan provides a clear focus for teaching and has resource implications. For example, data handling was identified as a weakness. A plan for action, by adaptation of the teaching and curriculum, resulted in data handling being the strongest aspect in tests in the following year. The school has established very good tracking systems. Yearly predictions are made for each class and targets are set for English, mathematics, science and information and communication technology. The school is planning further improvements by setting targets for the English and mathematics sets across the Years 3 to 6 classes. There are good tracking systems for individual pupils, for whom teachers set numerical targets each year in English and mathematics and review progress against these regularly. The use of electronic data collection enables the school to quickly access personal information.

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

49. The school has an exceptionally effective partnership with parents and carers, which is an improvement since the last inspection. Although there was a relatively low response to the pre-inspection questionnaire and parents' meeting, parents and carers indicate that they have very positive views of the school. For example one hundred per cent feel comfortable about approaching the school with questions or problems. A small minority of parents who responded to the questionnaire do not feel that the school provides an interesting range of activities outside of lessons. However, parents at the pre-inspection meeting offered the opposite view that there are lots of extra-curricular activities. The inspection team does not support this view as the school arranges a good variety of visitors and visits for the pupils to enhance the curriculum and a wide range of clubs, particularly for pupils in Years 3 to 6.
50. A small minority parents who responded to the pre-inspection questionnaire do not feel their children get the right amount of work to do at home. The inspection team does not support this

view as appropriate amounts of homework are set consistently to support the curriculum. The pupils know what is expected of them and complete the set tasks on time.

51. Parents feel that they are kept very well informed about how their children are getting on. The inspection team agrees with this view, as it judges the quality of information provided for parents about the progress their children are making is excellent. Annual reports to parents provide very good information about what pupils know and can do, and they set specific targets on how pupils can improve their performance in English and mathematics. Parents are also invited to formal consultations with their child's teacher and open days are also held. Through the 'open door' policy they are welcome to come into school to meet staff at other times. Parents are invited to meetings about the curriculum, including a maths evening, and they are sent letters every term informing them about the topics their children will be studying. A computer course, run by the school to increase parents' confidence in supporting their children in this area proved very popular. The school consults parents regularly through, for example, questionnaires and informal discussions.
52. Parents of pupils with special educational needs are kept very well informed about their progress and individual education plans are reviewed termly. The class teacher and learning support assistant attend this meeting and the school makes every effort to ensure that parents also attend. Pupils attend with the agreement of the parents. Pupils play host to their parents for half a day each year when they show them their work and also their competence on the computer.
53. The prospectus is informative and weekly newsletters keep parents up to date with the day-to-day life of the school. The home school agreement was drawn up in consultation with parents, and it reflects the school aims well. Parents are invited to assemblies and many parents regularly help by sharing skills in classrooms and on visits. The Friends of St. Anne's School organise very successful fund raising events including the Summer barbecue and Christmas fayre. They donate welcome funds to the school to buy many items including computers and playground equipment. The excellent involvement of parents in the school and at home is having a very positive impact on standards of learning. The consistent efforts of the school to keep parents fully informed and involved in all of its work have helped to secure the full confidence of parents. The school is very successfully meeting an aim to 'develop links between school, home and the local community'.

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

54. The overall leadership and management of the school are very good and have improved since the last inspection. There has been a good overall response to the key issues identified in the previous report. In particular, standards in information and communication technology, the use of assessment information and those relating to aspects of leadership and management, including monitoring and evaluation, have been transformed into strengths of the school. The quality of teaching, including that for the youngest children is now good. A rigorous and ongoing programme of monitoring and support that has been established, together with a well-focused programme of in-service training that has made good use of expertise from within and outside the school, has been fundamental to this. However, many of these improvements and others, such as the very good implementation of the national literacy and numeracy strategies, have been brought about in the relatively short time since the present headteacher took up his post in January 2000. This followed a period after the last inspection when school performance fell considerably. The effectiveness and increasing impact of the changes and improvements made since his appointment can already be seen in the reversal of this trend, with a remarkable rise in standards and achievement in English, mathematics and information and communication technology over the last two years.
55. The headteacher, ably supported by the senior management team, provides outstanding leadership. His role in creating and maintaining a very effective, positive climate for change, in motivating and enabling the staff team, gaining the confidence and support of parents and securing the full commitment of all to school improvement has been a critical factor in the rapid and successful improvements made. The response of the staff to this, through high-quality teamwork, mutual support, sheer hard work and the dedication of all to improving the quality of teaching and learning for pupils, has, and continues to be excellent. A very clear, common sense of direction

and purpose, which is encapsulated in the school aims, is shared and supported by the whole school community. It is focused successfully on raising standards and pupils' achievements, irrespective of ability, gender, background or culture, supporting all aspects of their personal development and providing a high level of care and support for them. The excellent relationships, teachers' very good knowledge of pupils, the way they promote self-esteem and recognise the achievements of each pupil and the very good inclusion of pupils with special educational needs are some of the many examples of how the school's aims and values are seen in practice daily. Another is the effectiveness of the school's policy for promoting racial equality. All of this makes a strong contribution to the very positive attitudes and very good behaviour of the pupils.

56. The senior management team is fully involved in all decision-making and contributes very effectively the leadership and management of the school. The co-ordinators for English, mathematics and information and communication technology provide very strong leadership in their subjects and have been instrumental in raising standards and pupils' achievement in them. This is because very effective delegation of responsibilities by the headteacher and good opportunities for training have enabled them to develop their roles fully as part of the strategic plan for improvement. Although other co-ordinators have taken more responsibility for their subjects over the last two years, their impact has been less as their subjects, and consequently their roles, have not been a priority for development.
57. The special educational needs co-ordinator provides very good leadership. She works closely with class teachers and learning support assistants, who are deployed very effectively, to maintain a very good overview of individual pupils' needs throughout the school. She monitors and supports their progress very well and ensures that the register for special educational needs is kept up to date. She uses her half a day of non-contact time a week well, meeting with parents and liaising with support agencies to either seek advice or to ensure that the necessary support is forthcoming. The special educational needs governor is well informed, visits the school regularly and reports back to the full governing body.
58. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the focused use of the performance management process. This has been developed as a very positive tool to support the key priorities on the school development plan and is carefully linked to well-planned in-service training. The school also makes very good use of other initiatives, such as the early and additional literacy strategies, as well as schemes such as Investors in People and the Healthy Schools' Award to provide further support for school improvement. The headteacher manages the additional bureaucratic demands, arising from implementation of national initiatives such as these effectively. He does this, for example, through the use of information and communication technology and by prioritising and delegating very well, so that these demands do not detract from the benefit to pupils.
59. One of the key factors in the rapid improvements in standards and the quality of education since the last inspection has been the systems that the headteacher has put into place to support a very rigorous approach to all aspects of monitoring and evaluation. A well-structured pattern of lesson observations has been set up involving the headteacher and subject co-ordinators as well as local education authority advisers. The subsequent discussions and action points agreed with teachers have contributed well to improving the quality and consistency of teaching and learning.
60. The headteacher has increasingly involved all staff and governors, as well as parents and pupils, in reviewing all aspects of the school in order to identify strengths to build on and priorities for improvement. These form the basis for the school development plan, which reflects the shared sense of purpose very well as it shows how each action taken will contribute to specific agreed goals and aims of the school. It provides a very clear, well-prioritised agenda to support ongoing improvements in standards, teaching and all other areas of the school. It is costed well. Staff and governors are very clear about their roles and responsibilities for action, monitoring and evaluation and fully committed to them.
61. Increasingly good use is being made of performance data to track progress of individual pupils, through appropriate information systems. This is a very good improvement since the last report.

Results from a wide range of assessment procedures within the school are used well to identify those pupils in need of additional support, for example, through booster classes. Data is also used well to set challenging school targets in English and mathematics and for teachers to set end of year numerical targets for each pupil in their class and to monitor their progress towards these. The information is also used very well by the co-ordinators in these subjects to identify areas of weakness and to provide precise key stage and year group curricular targets to address these. This has been particularly effective in contributing to improvements, for example, in writing. As yet, this process has not been extended to science.

62. Governors are very committed and supportive of the school and carry out their statutory duties well. Although several are recently appointed, they take an increasingly active and effective part in the leadership and management of the school. The partnership and teamwork between staff and governors is clearly evident and contributes very well to the common sense of purpose. Governors are linked to key areas of the curriculum and several work regularly in school. All of this, together with detailed information from the headteacher, has helped to inform their clear view of the strengths and weaknesses of the school and of what is needed to continue to take it forward.
63. The quality of financial planning and management is very good and the efficient bursar makes a very good contribution to this. The funds received by the school are used very effectively to support the school priorities. Very good use is also made of specific grants, for example, to improve the number of learning support assistants in classes and also to reduce class sizes by employing another teacher. The budget surplus last year was part of a planned carry forward to enable single age classes to be maintained for a further year. The effectiveness of such spending decisions is carefully evaluated in relation to individual pupils' achievement and school performance. This is a good improvement since the last report. Principles of best value are applied well and contribute to the improved cost effectiveness of the school. For example, the school ensures through competitive tendering that they obtain best value for money when purchasing resources and services. Parents are consulted regularly, both informally and through annual questionnaires, while pupils are consulted through the school council.
64. A good number of teaching and support staff are very well matched to the needs of the school. The headteacher has enabled teachers to use their strengths where they will have most impact. They are well qualified and work very well together as a team. Learning support assistants provide skilled, very effective support for pupils' learning, including those with special educational needs and for children in the reception classes. The secretary and bursar provide helpful, efficient support. The school is well supported at lunchtimes by the mid-day meal assistants, who, as all other staff, provide very good role models for pupils. The cleaning staff maintain the buildings well.
65. The accommodation is satisfactory overall and staff make the best use of the facilities available. Provision for reception children has been considerably improved since the last inspection, with a dedicated classroom and outdoor play area. The well-equipped and used computer suite, completed nearly three years ago has contributed to the very good rise in standards in the subject. Lack of toilets adjacent to classrooms for pupils in Years 3 to 6 mean they have to walk outside, along an uncovered walkway to facilities in the main block - an unpleasant experience in inclement weather. The use of the adjacent car park, belonging to the Parish Council, has made the delivery and collection of pupils at the beginning and end of the day much safer. Resources are satisfactory overall and meet the demands of the curriculum as currently planned. Teachers utilise them well, especially the information and communication technology hardware in the computer suite, to support pupils' learning well across the curriculum.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Standards in science, which are not yet as high as those in English and mathematics, by\*:-
- the systematic and progressive development of pupils' scientific skills;
  - ensuring that higher attaining pupils are extended fully in their work throughout the school;
  - implementing the planned training and support for the new co-ordinator.
- (see paragraphs 3, 9, 22, 30, 98, 99, 101, 103)
- b) Improve standards and pupils' achievement further in those subjects where they are satisfactory at present by\*:-
- reviewing the use of time between subjects within the present timetable;
  - developing and implementing appropriate assessment procedures to enable teachers to plan challenging and well-matched work consistently, especially for higher attaining pupils;
  - further developing the role of the co-ordinators in raising standards in these subjects.
- (see paragraphs 12, 22, 30, 47, 108, 115, 119, 128, 129, 136, 140 )

*\*The school has already identified these areas for development.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	28	6	0	0	0
Percentage	2	29	57	12	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	159
Number of full-time pupils known to be eligible for free school meals	15
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	2.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative	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)

Note: the numbers of boys and girls are omitted as there are fewer than eleven of each in the year group

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	86 (63 )	86 (67 )	91 ([81 )
	National	84 (83 )	86( 84 )	91 ([90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	19	20	20
Percentage of pupils at NC level 2 or above	School	86 (81 )	91 (89 )	91(96 )
	National	85 ( 84 )	89 ( 88 )	89( 88 )

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	20	20	21
Percentage of pupils at NC level 4 or above	School	83 ( 78 )	83 ( 67 )	88 ( 83 )
	National	75 (75 )	71 ( 72 )	87 ( 85 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	n/a	N/a	N/a
	Total	21	20	22
Percentage of pupils at NC level 4 or above	School	88 ( 78 )	83 (78)	92 ( 83 )
	National	72 (70)	74 (72)	82 ( 79)

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

**Ethnic background of pupils**

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

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
155	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

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)	8.13
Number of pupils per qualified teacher	20
Average class size	23

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	71.5

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

**Financial information**

Financial year	2001/02
	£
Total income	358608
Total expenditure	356792
Expenditure per pupil	2188
Balance brought forward from previous year	57187
Balance carried forward to next year	59003

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	163
Number of questionnaires returned	24

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58.0	42.0	0.0	0.0	0.0
My child is making good progress in school.	79.0	21.0	0.0	0.0	0.0
Behaviour in the school is good.	50.0	50.0	0.0	0.0	0.0
My child gets the right amount of work to do at home.	25.0	71.0	4.0	0.0	0.0
The teaching is good.	79.0	21.0	0.0	0.0	0.0
I am kept well informed about how my child is getting on.	54.0	42.0	4.0	0.0	0.0
I would feel comfortable about approaching the school with questions or a problem.	88.0	12.0	0.0	0.0	0.0
The school expects my child to work hard and achieve his or her best.	71.0	29.0	0.0	0.0	0.0
The school works closely with parents.	54.0	42.0	0.0	0.0	4.0
The school is well led and managed.	58.0	42.0	0.0	0.0	0.0
The school is helping my child become mature and responsible.	62.0	38.0	0.0	0.0	0.0
The school provides an interesting range of activities outside lessons.	33.0	50.0	12.0	0.0	4.0

**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**

66. Provision for children in the reception class is good and is much improved since the last inspection. The children enjoy a wide, practical curriculum, which is carefully planned and resourced to meet the particular needs of children of this age. A carefully thought out induction process results in children and parents knowing the school well and children are happy and confident in their new class. Children enter the school on a part-time basis at first, in the autumn term of the year they are five. Although very early in the school year, children were settling in very happily at the time of the inspection and were well prepared to meet the whole class on a full time basis.
67. Children in the reception class benefit from improved teaching since the last inspection. Teaching is now good and this means that the children learn well in a suitable environment for children of this age. This good teaching has not yet had time to fully impact on all areas of learning. Particular strengths of the teaching include a carefully planned practical curriculum, which is purposeful and regularly assessed. This means that children learn from their practical play activities. The teacher plans the next activities to build upon their new learning. An outside sand activity was a good example of this, where children dug for hidden numbers. When found, they tried to identify them and place them on the number line on the playground. This provided a good opportunity for the teaching assistant to assess children's number recognition to 5, as well as their ability to work and play together sociably. Initial assessment includes the identification of children with special educational needs and suitable support is arranged for these children. No particular children were identified at the time of the inspection. Lower achieving children were given appropriate support by the teacher and teaching assistant. The consistently cheerful, but quiet and firm management of the children is also a strength, creating a calm and purposeful working environment. At all times, there are good relationships and teamwork between the teacher and the teaching assistant. This means that the children benefit from consistently good contacts with adults, resulting in a good rate of learning. Two particularly good strengths were apparent in all the teaching seen. The first was the firm management of the children to insist that school conventions were established quickly. For example, the insistence to sit quietly and listen carefully to each other, which resulted in a quiet, happy and caring atmosphere in the classroom. Secondly, the focus on creating good opportunities for children to speak to a small group or the class. As a result, children gained confidence and speaking and listening skills were practised and improved.
68. Although the standards of attainment show significant variation from year to year, overall, children enter the reception class with average attainment. By the time they are ready to start Year 1, a good majority are likely to have moved to the level of the expected goals in all areas. In personal, social and emotional development and in speaking and listening, standards are above average and children achieve well. Overall, this represents satisfactory achievement over the time that they have been in the reception class. They are well prepared to enter the National Curriculum in Year 1.

**Personal, social and emotional development**

69. Children achieve well in personal, social and emotional development, reaching above average standards because the reception class provides a welcoming and secure environment, which helps young children to settle quickly and become part of the school. Children observed were quick to respond to class routines and consequently, even the youngest children were starting to organise themselves and work well independently. At present, there are three activities going on in the classroom, one of which requires children to work independently. On almost all occasions, children were able to do this without interrupting other supervised groups. Children take on class responsibilities quickly and undertake jobs such as tidying up, efficiently. Children quickly learn the rules of class behaviour and a good understanding of the needs to take turns. This enables activities to run smoothly and a good rate of learning to take place.

70. Teaching in this area of learning is good. The teacher and the classroom assistant provide a broad range of practical activities that successfully promote children's development in a variety of settings. For example, there are frequent opportunities for children to work, alone or in small groups, with construction toys or jigsaws. Children's self esteem is very well developed as all staff value each child's contribution. Activities such as the home corner, or the Vet's and Travel Agent's areas, which were established last year, help children to develop their imagination, at the same time encouraging them to play co-operatively. Staff set a very good example for children to follow. They work well together as a team and as a result, children see the value of co-operating with each other. All staff have high expectations for good behaviour and this encourages the children to behave well. A particular strength of the teaching is the effective use of praise. Comments such as, 'I was really pleased with the way you all stood still when the whistle went at the end of playtime', do much to raise children's self esteem, as well as reinforcing the expected good behaviour. Children were gaining a good understanding of school routines. They were able to work sociably together with very few disturbances. Although not fully independent, they were making good progress towards this.

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

71. Most children are likely to meet the Early Learning Goals for this area of learning by the time that they enter Year 1. There are particular strengths in the children's speaking and listening. Children who had newly entered Year 1 were expected to make clear and confident responses to questions about their holidays, when reading 'Mr. Bean's Holiday' in a literacy lesson. Most answers were clear and well reasoned and in sentence form. The reception class provides an environment rich in language in which the children develop their oral and written skills well. All adults use every chance to develop these skills in discussions, when sharing books and in providing frequent writing opportunities. For example, all adults are good role models in their clear speech when responding to children, helping them to speak clearly and correctly. They interact well in the children's creative role-play, helping children to use their imagination and to develop their oral skills well. For example, in the home corner, 'Have you finished the washing yet? Are you going to hang it out?' Opportunities are offered for writing in play such as a designated board for children to write their shopping list in the home corner. At present, their writing is mainly expressed as marks. Children enjoy listening to stories and are quick to understand that text has meaning. Books are shared regularly, such as 'Goldilocks and the Three Bears' and a story sack with toys to re-enact the story, are used effectively to help children to re-tell the story and interact in small groups. Children all know how to treat books and look at pictures. They are starting to recognise some words, but most are not yet able to read simple books.
72. The teaching in this area of learning is good and the curriculum is planned well for the teacher and teaching assistant to work with small groups of children to give support to the development of reading, writing and speaking and listening skills. For example, the teacher worked well with a small group of children, promoting excitement about using the story sack to re-enact the Goldilocks story. She allocated the toys fairly to enable all the groups to participate. She re-read the story quietly to them as children re-played the story. Most children joined in with this, but still needed the support of an adult.

### **Mathematical development**

73. This area of learning is taught well. Last year, the children entered Year 1 with satisfactory mathematical skills, representing satisfactory achievement. The teacher helps the children to see mathematics in the world around them. For example, they talk about themselves as taller or shorter and use different shapes to make pictures. Expectations of children are high. For example, children very new to the school were asked to identify and match shapes and to arrange three items in order of size. Evidence from last year's reception class indicated that children could count money and match coins for shopping, count in tens and count back from any number below ten. They carried out simple addition and subtraction sums. The mathematical curriculum is mainly focused on practical activities that children enjoy and they learn well. For example, they learn to subtract by using pictures of objects to help them when they record and draw the right number of spots on dice to match numbers.

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

74. By the time children enter Year 1, their attainment meets the required level in this area of learning, representing satisfactory achievement. The teaching is satisfactory. Children experience a wide variety of activities that excite and interest them. They learn about the past and present through such activities as, 'This is my Grandma'. They grow and look after plants, such as cress, and they cook and make sandwiches. They predict where they will find dark and light and go pond dipping to find frog-spawn. Good teaching during the inspection involved children exploring harvest foods and answering questions such as 'What does it feel like, smell like and taste like?' This aroused the children's curiosity and interest, enabling them to learn well about different foods and to increase their understanding of the past and present by talking about the Harvest Festival. They are able to talk in simple sentences such as, 'It is orange and it tastes crunchy', (a carrot). Children use a variety of construction equipment to build their required object, selecting appropriate resources. For example, children used Lego to make an appropriate vehicle to carry the paper person that the teacher had provided. By observing the weather, the children learn about the changes of the seasons and match pictures to what they observe. Children have good access to the computer suite and use the computer purposefully to write, for example, letters to Father Christmas.

## **Physical development**

75. Standards and children's achievement in this area of learning are satisfactory. The teaching is also satisfactory. Children have regular access to outdoor play activities in the area, which parents have helped to create outside the reception classroom. Here they were seen to use apparatus creatively, finding different ways, for example, to use the climbing frame. They enjoyed a variety of wheeled vehicles the outside play house, which helped to further develop their physical and creative skills. Additionally, children showed appropriate ability in handling equipment, tools and materials safely. For example, in their play dough activities, children worked well to make models to represent foods for 'Harvest' using rollers and other tools to make marks.

## **Creative development**

76. At the end of their year in the reception class, the majority of the children reach the Early Learning Goals in their creative development. This represents satisfactory achievement. The teaching is satisfactory and children have good opportunities to explore materials, sing and use their imagination. In the role-play area, which is a 'Home Area' at the start of the school year, they were seen writing shopping lists, laying the table and doing the washing. They worked independently for a short while, but still needed adult interaction to extend their play. Examples of paintings of themselves are already on the walls. These showed that children were able to use lines to enclose space and use these shapes to represent faces. Additionally, they chose appropriately, from a range of materials, to make collage pictures of themselves on paper plates. Regular opportunities are also provided for children to learn new songs, such as 'Five Currant Buns'. They are starting to join in and remember an appropriate range of songs.

## **ENGLISH**

77. When children start school their language skills are broadly average. Inspection evidence shows that standards are average by the end of Year 2, where this year a quarter of the pupils are on the register of special educational needs, and above average at the end of Year 6. This continues the upward trend of the last two years throughout the school and pupils achieve well overall. Pupils in Year 6 are achieving very well in relation to their previous attainment in Year 2, which was below average in reading and well below average in writing.
78. A number of factors have contributed to the recent improvements, which have reversed the drop in standards after the last inspection. There has been a good improvement in the quality of teaching and the national literacy strategy has been implemented very well and very consistently. The special needs co-ordinator, class teachers and classroom assistants work very closely together to

help pupils with special educational needs to do well, through very effective, well-planned sensitive support in class and, where appropriate, through individual teaching. Lower attaining pupils achieve well. Assessment information is used very well to identify those in need of additional support. Initiatives, such as the additional literacy strategy, booster classes, and focused support from skilled learning support assistants are then used very effectively to help them make more rapid progress. The very successful setting arrangements for teaching literacy to pupils in Years 3 to 6 and the use of specialist teachers are of equal benefit to pupils of all levels of attainment as work is matched effectively to their particular needs. This is reflected in the rapid increase in the proportion of pupils reaching both the expected standards and the higher levels in English by the end of Year 2 and Year 6. The very good leadership of the co-ordinator has also contributed considerably to the improvements through, for example, staff training and the detailed analysis of assessment information. He has used this very well to help teachers to target specific areas of weakness and has carefully monitored any action taken to ascertain its impact on pupils' progress.

79. Standards in speaking and listening are above average by the end of Year 2 and Year 6. Pupils achieve well because the school places strong emphasis on the development of these skills from the time that children start school. Teachers provide frequent and varied opportunities for pupils to practise their skills, through, for example, assemblies, presentations of work to other classes and school productions. Well-structured personal and social education lessons and the opportunity for pupils to take part in activities, such as the school council, enhance these. Teachers also make very good use of drama both in lessons and in the drama club to increase the confidence of all pupils, but especially of those with special educational needs. As a result, most pupils speak confidently and audibly in front of groups of different sizes. Three Year 6 pupils competently led an assembly on the theme of 'Challenging Stereotypes' during the inspection. In an English lesson, some Year 3 pupils, for example, talked without preparation about their holidays, adapting their delivery so that their group could practise taking notes.
80. Most pupils listen very attentively to their teacher and to each other. This is partly due to a particular focus on this skill in the last two years. Pupils have many opportunities to share and discuss their ideas, in pairs, small groups and as a whole class, in lessons across the curriculum. They make thoughtful contributions to discussions and begin to build on each other's views. A higher attaining pupil in a Year 6 lesson, for example, prefaced his reply to a question about the work of charity organisations with, 'This connects to N—'s question last week about the need for clean water'. Pupils are very keen to contribute their ideas. This is because all teachers show interest and place evident value on what each pupil has to say, modelling very good listening skills themselves. Teachers successfully extend pupils' vocabulary in all subjects through their emphasis on pupils understanding and using the technical terms and challenging vocabulary correctly. In response to a question about the purpose of learning about maps in a geography lesson, a Year 2 boy suggested that, 'It might be a life-skill'. This also helps to increase pupils' sight vocabulary when reading. The way that teachers use skilful questioning to help pupils to order their thoughts and extend their initial responses also has a positive effect on the development of their writing skills.
81. Standards in reading are above average at the end of Year 2 and Year 6, with a rapid improvement in the number of pupils, reaching both the expected and the higher levels over the last two years. Pupils achieve well. Some, including those with special educational needs, and especially pupils in Years 4 to 6 achieve very well in relation to their prior attainment. Several factors have contributed to this. Phonics and key words are now taught in a very consistent, well-structured way and teachers monitor and support the progress of individual pupils carefully. The early literacy strategy was used very effectively with a group of the current Year 2 pupils to improve their skills. Teachers make good use of guided reading sessions as well as opportunities across the curriculum to help pupils to apply their reading skills successfully. High expectations are set and met for pupils to read regularly at home and very well used reading diaries provide a good dialogue with most parents throughout the school and maximise their contribution to this aspect of their children's learning.

82. By the end of Year 2, most pupils have a good sight vocabulary, and use their knowledge of phonics successfully to tackle unfamiliar words. One pupil, for example, explained that he managed to work out 'exercise' because he had remembered that sometimes the 'c' can make an 's' sound. Higher attaining pupils read words such as 'nocturnal' and 'marsupial' fluently and know their meaning. They show a good understanding of what they read and talk confidently about their books. One pupil said, 'I like finding out about characters – like my Spiderman book tells me all about him'. Lower attaining pupils begin to read with expression and are well-motivated and proud of their skills.
83. By the end of Year 6, boys and girls enjoy reading an appropriate range of books and also show a good understanding of what they read. They successfully locate and retrieve information from a variety of sources and making effective use of the Internet for this purpose. Higher attaining pupils can compare different authors they have read, giving good reasons for their preferences, such as, 'Her books have real life issues and that can be helpful to people with similar experiences'. Teachers keep records of pupils' progress during guided reading sessions, noting specific skills that need further development, while older pupils are responsible for keeping records of what they read, which they do well. This makes a good contribution to their rate of learning.
84. Standards in writing are above average by the end of Year 6 and slightly below average in Year 2, where, this year, there are few higher attainers in this area. Pupils achieve well overall. National test results show rapid improvement over the last two years, with, for example, the proportion of pupils reaching the expected levels rising from 67 to 87 per cent in Year 2 and from 39 to 64 per cent in Year 6. This is the result of a carefully planned and monitored focus on improving pupils' writing skills throughout the school. Pupils' work and test results have been thoroughly analysed to identify specific areas of weakness, such as spelling and sentence structure, and targets set accordingly. Good, often very good teaching and a good variety of strategies to support pupils in need of additional help have enabled these to be met. However, as standards are not yet quite as high as they are in reading, the school is continuing this focus this year to bring about further improvements.
85. By the end of Year 2, pupils write in simple sentences, using generally well-formed letters and reasonably accurate spelling. This is largely because of the close links teachers make with spelling in their teaching of phonics. Pupils write in a good variety of forms, including poems, letters and stories. They begin to include relevant details and to use capital letters and full stops correctly. A few higher attaining pupils begin to use interesting vocabulary and more structured sentences, as in, 'He was proud of himself because he could hunt for his own food'. In general however, their writing does not reflect the good quality of their oral work. One reason for this is that several of the boys, in particular, still find some difficulty with basic handwriting skills, related to the development of their manipulative skills. One pupil, for example, with good oral skills was concentrating hard on remembering to leave spaces between his words
86. By the end of Year 6, pupils write in a good variety of forms and extend their ideas by adding description or explanation. Average attaining pupils are beginning to use more complex sentences confidently, while higher attaining pupils make secure use of paragraphs and use a variety of strategies to successfully sustain their reader's interest. Pupils often make very good progress in literacy lessons in learning a good range of techniques for improving their writing. For example, Year 6 pupils studied Roald Dahl's house descriptions in 'James and the Giant Peach', and the style of language in advertisements for houses to make good use of persuasive language in their own descriptions. Average attainers wrote phrases such as, 'Amazing value – in a growing neighbourhood,' while higher attaining pupils wrote, for example, 'If you enjoy peace and quiet with plenty of fresh air, you will love this house – uniquely positioned - - '
87. The quality of teaching and learning is good overall. It was at least good in all lessons seen and in some it was very good. This consistency is a good improvement since the last inspection and a key factor in the rapid rise in standards over the last two years and the good overall achievement of pupils. All teachers show a very good understanding of the national literacy strategy, which they implement very well, confidently making appropriate adjustments to the structure to meet the needs of their pupils more closely. This is also clear from the skilful and challenging questioning

seen in lessons, which was made particularly effective by the very good knowledge they have of each pupil's learning, as a result of the wide range of ongoing, termly and annual assessments they make. They use these to pitch questions at just the right level for pupils of differing levels of attainment.

88. For example, in a very well taught literacy lesson for pupils mainly from Year 5, but also from Years 4 and 6, the teacher used her considerable expertise very effectively to model an opening paragraph of a story based on two verses of the poem 'Isabel'. She used pupils' suggestions very well to exemplify experimenting with word order, changing and improving words and setting high expectations through her own use of challenging vocabulary. Very good questioning about what pupils could learn about the characters of Isabel and the witch from the first two verses extended their thinking. As a result, several could make very appropriate suggestions for comments that Isabel might have made that they used later to enliven their writing. The teacher used every opportunity during the discussion to reinforce and incorporate teaching points about punctuation and sentence structure. She provided pupils with good opportunities to work in pairs and small groups to share and develop their ideas, keeping up a good sense of purpose by the use of time limits. The impact on pupils' rates of learning was evident in the improvement in their written work.
89. Teachers make good use of opportunities for pupils to use their word-processing skills for redrafting and presenting their work. They also make very good use of information and communication technology to support pupils' learning in literacy lessons, for example with 'sound buttons' to reinforce phonic skills or to make speech bubbles for Aladar's (a toy dinosaur) newsboard to encourage pupils' speaking and listening skills.
90. Teachers make good use of opportunities in other subjects such as history for pupils to practise writing in different forms and for different audiences. They extend their learning by encouraging them to take part in events such as the Threshold Competition, which was used well to deepen their knowledge and appreciation of the First World War poets. Such activities, together with the way that teachers often encourage pupils to reflect upon their experiences prior to discussion or written work make a very good contribution to pupils' personal, spiritual, moral, social and cultural development.

## **MATHEMATICS**

91. Standards have improved since the last inspection, when they were judged to be average. Records indicate that pupils now enter Year 1 with average standards in mathematics. By the end of Year 2, standards are above average and therefore the pupils achieve well. Standards are also above average by the end of Year 6. However, inspection evidence indicates that the group of pupils who took national tests in 2001 achieved very well in relation to their attainment at the end of Year 2, with this pattern continuing in the unconfirmed results of the 2002 national tests.
92. There are several reasons for this good improvement in standards. They include the very effective implementation of the national numeracy strategy and the very good leadership of the mathematics co-ordinator. Good improvements have been made in the quality of teaching. Teachers match work very well to pupils' differing needs, using careful assessments of what the pupils can understand and can do to decide what to teach next. This is helped further by the way that pupils are grouped for mathematics lessons and the way that pupils with special educational needs are supported and fully included in lessons
93. In Years 1 and 2, pupils devote much time to developing their mental recall of number facts through regular practice. In the most successful lessons, learning objectives are explained clearly, pupils' vocabulary is extended and they understand the purpose of the lesson. For example, in Year 2 when the teacher said, 'We need to learn addition facts to ten because this will make other calculations easier.' The pupils understood the word 'calculations', just as pupils in Year 1 understood the word 'zero,' when one pupil said in response to the teacher's question, 'that means nothing.' By the end of Year 2, most pupils are confident in working with numbers to 20 and a few with numbers to a 100. They know that multiplication is repeated addition and complete sequences of numbers. They calculate the answers to 'shopping' problems and learn to tell the

time to half past, quarter past, quarter to and half past the hour. They can identify two and three-dimensional shapes and complete some work on direction. Most work is completed in workbooks. Information and communication technology is used well to support learning, for example, in Year 2 when pupils, demonstrated on the computer that they could quickly recall number facts to ten.

94. For the past two years, pupils in Years 3 to 6 have been taught in classes grouped according to levels of attainment for mathematics, allowing younger pupils with an aptitude for mathematics to work with higher attaining Year 6 pupils. The pupils work very well together and support each other well in problem solving activities. The very positive attitudes to mathematics in all the classes observed reflect the teachers' high expectations. Pupils with special educational needs make good progress and sometimes very good progress. For example, one pupil placed in the second set because of language difficulties achieved above average scores in his statutory tests. By the end of Year 6, most pupils are competent in the four rules of number to a 1000 and beyond. They work with decimals and understand the relationship between decimals, fractions and percentages. They complete problems involving money and investigate the relationship between area and perimeter. They construct angles and compare metric and imperial measurements. They complete tally charts, bar graphs and line graphs, applying their knowledge and using information and communication technology well to support this aspect of their learning. For example, they used the computer well to produce line graphs to show the results of a science experiment. Teachers have identified that pupils need to have more opportunities to use and apply their mathematical skills and in this way they are actively creating more opportunities for this to happen.
95. Teaching is very good throughout the school. This is because the good planning is based on the very good assessment of pupils' needs and ensures that lessons proceed at a good pace. Teachers model methods and procedures well, asking appropriate questions to ensure that pupils understand before they undertake tasks to consolidate their learning. Teachers use information and communication technology effectively to improve the recall of number facts and also as a tool to develop pupils' thinking and to record answers in imaginative ways. They take every opportunity to introduce appropriate vocabulary that is repeated frequently to reinforce learning and for pupils to practise their numeracy skills in other subjects.
96. Scrutiny of work indicates that whilst pupils record answers only in workbooks in Years 1 and 2, their presentation in the junior classes is of a satisfactory standard. All work is marked although there is little evidence to indicate how pupils in Years 3 to 6 arrived at some answers to problems. This makes it difficult to assess how efficiently they have applied their mathematical knowledge. Homework is set appropriately throughout the school, sometimes to a group of pupils within a class to reinforce concepts not fully understood during the lesson or to provide additional practice.
97. The subject co-ordinator provides very good leadership and, working with colleagues, is having a very positive impact on standards in mathematics throughout the school. His qualities include enthusiasm and the ability to lead and motivate staff to work as team, determined to raise standards still further. He has a very good knowledge and understanding of mathematics and works well with the co-ordinator for information and communication technology to create a clear vision of the future impact of this on pupils' mathematical skills and understanding. The clear analysis of tests and other assessments leading to the setting of key targets that are shared with staff, reviewed and amended if necessary, have also contributed well to the rise in standards, by providing a shared focus for improvements.

## SCIENCE

98. Standards in science are in line with the national average at the end of Year 2 and Year 6 and pupils' achievement over time is satisfactory. This judgement is based on lessons observed, work seen, teachers' planning and discussions with teachers and pupils during the inspection. The inspection judgement is higher than the results of previous national tests for Year 6 pupils, because the school now has additional provision for higher attaining pupils and the current class of Year 6 pupils does not contain as many pupils with special educational needs. In the years 1999-2001, boys performed better than girls in science, but this variation is probably due to the relatively small groups of pupils involved. Pupils with special educational needs are supported well and achieve well, many reaching the expected levels through this good support. In the Year 2 and Year 6 tests, a smaller proportion of pupils reach the higher levels 3 and 5 than in schools nationally. This is partly due to insufficient challenge for higher attaining pupils. Pupils are put into sets in Years 3 to 6 according to their level of attainment for teaching in English and mathematics and overall results are higher than science. Standards since the last inspection have dropped. In 1999 they showed a sharp fall but are rising again towards their former level.
99. Pupils make satisfactory progress in the acquisition of knowledge and understanding in the key areas of life processes and living things, materials and their properties and physical processes. Appropriate emphasis is laid on investigative work, but the acquisition of science skills to support this area is not systematic. Different styles of recording are used in different year groups and there is no clear progression. In Year 3, for example, pupils answer questions to record their work such as 'What did you find out?' In Years 4, 5 and 6 a variety of other forms, including writing frames, are used, but do not show progression to a regular style of independent recording. Good use is made of links with information and communication technology. For example in Year 5, pupils used the computer to record an experiment that monitored water cooling from boiling point in constant conditions. They plotted their results in various graphical forms, enabling them to quickly make an accurate visual representation of the results. Links with mathematics are also well established and there is frequent use of measurement and graphs. The school has established good links with a local secondary school, which provides extra teaching for pupils in the summer term. As a result of analysis of recent national test results, the identification of a lower than average number of pupils reaching the higher level 5 at Year 6, has resulted in a special provision of a 'master class' for higher attaining pupils in Years 5 and 6. This is effective in lifting standards in these two year groups, but as yet there is no specific action planned for higher attaining pupils in other year groups through the school.
100. Teaching was good overall in the lessons seen during the inspection, but this has not yet had time to impact on standards throughout the school. A very strong feature of all lessons is the very good management of pupils. Mutual respect is evident and lessons generally run quietly and smoothly, enabling good learning to take place. Other strong features are the good planning and preparation of resources, together with clear learning objectives. This enables the teacher to keep the pace of the lesson going. Because the learning objectives have been made clear to the pupils, they have a good understanding of what they should be learning. In the best lessons, the teacher refers to these during the lesson, helping to keep pupils focussed on what they are learning. As a result, pupils learn well. For example, younger pupils studying a topic on food, health and growth, constantly referred back to the meaning of a balanced diet and learned to classify foods into proteins, carbohydrates and fats, which were their learning objectives. This helped them to know what they needed to learn and whether they were successful in doing this. At the end of lesson the teacher focused back well on these learning objectives and used them well to assess what has been learned.
101. Teachers' expectations of pupils are satisfactory overall. They have high expectations of pupils with special educational needs who are supported well, both by teachers and teaching assistants. In some lessons, there is a good match of work to pupils' level of attainment for individual and group tasks. Older pupils, in one lesson for example, were set three different tasks concerning root systems on plants. These varied from drawing annotated diagrams to show 1, the importance of the root to the plant, 2, to show how fibrous and tap root systems operate and 3, a more challenging task to explain the differences between the five root systems. In some lessons, higher

attaining pupils are not making the progress they should be. In lessons where there is a rotation of practical activities, with the same task set for all, for example, higher attaining pupils could achieve more.

102. Teachers place good emphasis on developing pupils' scientific vocabulary. In Year 4, for example, the teacher constantly referred to habitats and organisms in a lesson to explore why different animals live in different habitats. Teachers identify clearly, in their planning, vocabulary that is to be focused on and learned by pupils and this is often assessed at the end of lessons. Pupils enjoy science and are well motivated. They are confident in their relationships with all adults and work well together collaboratively. They are very well behaved and respond well to challenging time constraints. In one such a lesson, a brief time was given to identify hidden fats and sugars in various foods. The pupils responded well, showing a good level of interest and involvement in the activities and learned well as a result.
103. The science co-ordinator is very new to the post and has provided satisfactory leadership in this short time. The co-ordination of science is not as well developed as that of English and mathematics and the school has identified the need for further training and development. The use of assessment information, which is gained from the analysis of yearly tests, is good in that it informs school action and deployment of resources. For example, the comparatively low numbers of pupils who gain level 5 was identified and resulted in master classes being established in Years 5 and 6. This does not however, address the comparatively low numbers reaching level 3 in Year 2, nor does it provide any support for higher attaining pupils in Years 1, 3 and 4.

## **ART AND DESIGN**

104. Although few lessons were seen during the inspection, due to timetabling arrangements, teachers' planning, work around the school and the wide portfolio of pupils' previous work, show that standards are above average by the end of Year 2 and Year 6. This means that all pupils, including those with special educational needs, achieve well throughout the school.
105. Teaching in art and design is good and consequently pupils learn well. In the lessons seen, pupils were encouraged to explore and share ideas and to talk about the visual and tactile qualities of the materials and resources they were using. Year 2 pupils were encouraged to look at pictures closely to get visual clues from a given part of a drawing, in order to create the rest. Good learning resulted and pupils' visual thinking was extended. In the Year 5 lesson, good questioning encouraged pupils to observe more closely the texture, light and shadows as well as purpose of a range of objects, which were being used for observational drawings and good learning took place. At the end of the lesson, pupils viewed and evaluated each other's work. They had learned to make reflective observations and contrast each other's ideas and methods. In a Year 3 lesson, pupils were studying pattern and were encouraged to look for patterns found within the classrooms and the outside environment. Good discussion took place concerning how the different patterns in bricks, not only look attractive, but give strength to the building. The teaching of art encourages pupils to recognise and respect each other's work. There are good links with information and communication technology. It is used, for example, to find information about various artists such as Paul Klee.
106. Pupils benefit from a wide range of activities and materials and good teaching ensures that skills are progressively built on. Work in the school portfolio is particularly impressive and gives a strong message about the high value placed on art and design in the school. In the reception class, there was some impressive collage work. In Year 1, a good range of above average work included mono printing, paper folding and batik work. Excellent work in Year 2 included a very wide range of challenging work. For example, Aboriginal designs, ceramic pots and a photographic project that included the use of filters and a digital camera. Work in Years 3 to 6 is more variable in quality, but never below satisfactory and it is often good. There are good links with design such as the pond design done in Year 6. Regular visits to art galleries provide a good focus for work. Such an example is the visit to the 'Victoria Gallery' in Bath for the 'Turner Prize Winners' and to the Commonwealth Museum for 'Aboriginal Art'. Art is used well across the curriculum and in particular there are good links with history and geography. Pupils have helped to construct a

Willow Dome and this is now a well-established and attractive feature in the school grounds. Such activities contribute very well to pupils' spiritual, moral, social and cultural development.

107. The art curriculum is managed well. The school adapts the national guidance effectively to suit its own needs. Work samples are collected regularly and good support is given to teachers in the form of advice, photo packs, books and discussions. Art has improved since the last inspection. There is now an adapted scheme of work, a better range of resources and a kiln has been acquired.

## **DESIGN AND TECHNOLOGY**

108. Standards are average at the end of Year 2 and Year 6, as at the time of the last inspection. Boys and girls, including those with special educational needs, achieve satisfactorily. No teaching was observed in Years 1 and 2 during the inspection, but that observed in Years 3 to 6 varied from good to excellent. Examination of the timetable shows that a disproportionate amount of time is given to English and mathematics, leaving less time for foundation subjects such as design and technology. Scrutiny of planning shows that the teaching of all aspects of the National Curriculum programme of study for design and technology is planned over the year, with a good emphasis on process. However, scrutiny of work and discussion with Year 6 pupils confirms that the time allowed for the teaching of design and technology is insufficient to attain the high standards that very good teaching would indicate.
109. Photographic evidence shows good cross-curricular links with history when pupils designed and made plates and masks incorporating Ancient Greek designs, and also designed and made Roman mosaics. Pupils in Year 6 spoke with enthusiasm about a Victorian puppet theatre made as part of their history project. Pupils in Year 1 had made and tasted a variety of sandwiches and pupils in Year 6 could describe book covers that they had made.
110. No judgement can be made on teaching in the infant classes. The quality of teaching in the junior classes was good overall. In the excellent lesson observed in Year 3, pupils investigated the sensory qualities of materials, in this case, bread. The teacher, well supported by two parents and a learning support assistant who had prepared resources very well, evaluated a selection of breads to be used in sandwiches. She showed the pupils a set of chef's clothes. They marvelled as they felt the hat and realised it was made of paper. Excellent cross-curricular links were made to health education and science, as the importance of hygiene was emphasised and demonstrated throughout and the pupils were taught how to use their sense of taste well. The pupils collaborated very well, with one exclaiming as he examined a piece of bread, 'You can't tell what something looks like unless you really look closely!' Teachers use information and communication technology well to support pupils' learning, through, for example, the use of a digital microscope to enhance detail.
111. The co-ordinator has a clear and appropriate view for raising standards. He has undertaken training himself to keep abreast of developments in the subject and plans to lead staff training later in the year, as well as developing assessment procedures further. Some aspects of his role are constrained as the subject is not currently a school priority for development.

## **GEOGRAPHY**

112. Standards are average by the end of Year 2 and Year 6, indicating that achievement is satisfactory. Standards have been maintained and these judgements are similar to those of the last inspection.
113. Year 1 pupils use maps and plans competently. For example, they make plans of the school and their houses. They conduct traffic surveys using simple tally systems and follow 'Barnaby Bear' on his travels around the world, locating places on a simple world map. Year 2 pupils make simple maps with keys, for example, island homes and learn about Weston-Super-Mare as a seaside town. In Years 3, 4 and 5, they study the local environment. Because of the particular difficulties of the location of the school, the digital camera is used particularly well, to help pupils study the

local features without encountering the dangers of the main road. Environmental issues are studied such as 'Why should the High Street be closed to traffic?' and pupils use questionnaires to gather opinions. Work on maps and plans includes the use of different scales of maps and aerial photographs. Pupils learn to understand terms such as 'settlements' when they study the Indus Valley and 'erosion', 'deposition' and 'meander' in their studies on rivers.

114. Overall, although examples of good teaching were seen during the inspection, scrutiny of work indicates that teaching and learning are satisfactory over time. Pupils enjoy geography and show this through their participation in discussions. For example, in Year 2 lessons, when they joined in discussing enthusiastically issues about physical and human features that might be included on their map. Because teachers' classroom management is very good, pupils' behaviour is very good. Pupils work very well in pairs, small groups or as a class. Lessons are planned well and there is appropriate attention to the progression of geographical skills. Particularly good links are made with information and communication technology and this gives good support to learning in an exciting, visual way. Two good, well-planned and purposeful examples were seen. Year 2 pupils were able to look at a 'birds eye view' of an island and wondered at the marvel of seeing land from above. They were then able to make their own good examples of maps of the island. Year 6 pupils watched moving pictures of the erosion of a river. The impact of seeing for themselves rivers eroding, transporting and depositing materials, helped them to marvel and understand how this produces particular landscape features. Good links are made with literacy. For example, pupils write a log book when taking 'Barnaby Bear' to far off places on their holidays.
115. The management of the subject is satisfactory. The school has not developed the co-ordinators' role in the foundation subjects as fully as those for English and mathematics. Because of the appropriate recent focus on raising standards in literacy and numeracy, geography does not have a high status in the curriculum and consequently there is little evidence of above average attainment

## HISTORY

116. Scrutiny of pupils' work and teachers' planning, discussions with pupils and a review of photographic evidence indicates that standards in history are average by the end of Year 2 and Year 6, as at the time of the last inspection. Pupils, including those with special educational needs, achieve satisfactorily overall. No lessons were observed in infant classes and therefore a judgement on teaching in Years 1 and 2 cannot be made. Teaching in Years 3 to 6 is satisfactory overall.
117. Pupils in Year 2 understand the concepts of 'older than and younger than.' They have studied Ancient Egypt and sequenced pictures depicting scenes from the life of Tutankhamen. They have written descriptive accounts of the Great Plague and the Fire of London and undertaken a local study of the history of Weston-super-Mare. Pupils in Year 6 use information and communication technology to undertake research on the Internet and they import pictures to accompany their writing. They study the 1960's, the Indus Valley (to gain an understanding of events, changes and people in the past), the Tudors and the Victorians. World War Two was studied by pupils in all junior classes last year and culminated in a well-received drama production to parents. Reported evidence indicates that pupils' speaking and listening skills and especially those of pupils with special educational needs, improved as a result, as well as their knowledge and understanding of the period.
118. The quality of teaching in the lessons observed was satisfactory overall, with some that was good. In a well-taught Year 5 lesson about the Ancient Greeks, pupils used the Internet well to research the meaning of the word 'democracy.' Resources had been well prepared and the pupils filled in answers on a questionnaire, gaining a good understanding of the term by the end of the lesson. The satisfactory lesson observed was less successful because the learning objective was not made clear to the pupils at the outset. It did improve considerably after the teacher had answered a query from one pupil who asked 'Why are we doing this?' Teachers in general help pupils to make good use of the Internet to research additional information to their support learning.

119. The co-ordinator has a good understanding of how to take the subject forward, but it is not currently an area of development for the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Standards in information and communication technology are well above average by the end of Year 2 and Year 6 and pupils achieve very well throughout the school. This is a very good improvement since the last inspection when the raising of standards in the subject was a key issue. Standards have risen for a number of reasons. The co-ordinator has provided excellent leadership, including the training and support of staff, which has increased their expertise considerably. Resources have been increased significantly and include a well equipped computer suite. These are used very effectively to support learning across the curriculum. The way that teachers group pupils for lessons in the suite enables pupils of all levels of attainment, including those with special educational needs, to support and learn from each other. The result of these factors is that information and communication technology pervades the curriculum and is used as a very effective learning tool in many subjects.
121. Pupils in Year 2 can log onto the computer and locate the required program. They have developed very good skills using the mouse well to move the cursor around the screen. They can centre text, cut and paste information from one document to another, use the shift keys, save and print their own work and are beginning to interrogate the Internet for information. They learn to sequence instructions through controlling programmable toys. Inspection evidence indicates that they have used information and communication technology to support learning in English, mathematics, history and art.
122. Pupils in Year 6 learn to use and adapt Powerpoint (a procedure that involves using the computer to present information to an audience). They interrogate the Internet and question the reliability of the information they receive often recognising unreliable sources of information when, for example, a Year 5 pupil discovered a mistake in a mathematics program. They use spreadsheets to record observations in science, and design possible layouts for the school office that is soon to be built. They research the Internet for information to support learning in history and geography and know that information must be 'paraphrased' before it is printed out. They observe mini-beasts under the digital microscope, describe them, identify them, draw them and then model them in design and technology lessons – a very good example of an integrated approach to learning based on information and communication technology.
123. The teaching of the subject is very good throughout the school. On-going assessment informs planning well and teachers skilfully consolidate the teaching of skills, with most lessons beginning with a review of previous learning. The computer suite is very well utilised and because basic skills have been consistently well taught. No time is wasted as pupils enter the suite. They 'log-on' and are ready to work very quickly. Another strength of the teaching is that teachers' good knowledge and understanding of the subject enables them to quickly eradicate problems as they occur, ensuring that the pace of the lesson is maintained. For example, when a pupil accidentally removed a picture from half of the screens in a Year 2 art lesson, the teacher was able to rectify the mistake quickly and without fuss, enabling the lesson to continue.
124. The co-ordinator, who was appointed to the post two years ago, provides excellent leadership. Since then, she has not only developed her own expertise to a very high standard – frequently supporting other schools in their work. She has also established, with the support of the headteacher, a well-informed and enthusiastic team of teachers who work well together and show a clear determination to continue to raise standards still further. She runs a club for pupils who do not have access to a computer at home, so that they are not disadvantaged, that was endorsed enthusiastically by Year 6 pupils who were interviewed. She has established a very successful ICT Partnership with Parents and the school will launch nationally, under her leadership, the ICT Partnership with Grandparents, in the very near future. She has a clear vision and is anxious to extend the range of resources to include more interactive whiteboards (boards linked to a computer that respond to touch, as well as control from the keyboard), overhead projectors in every classroom linked to computers and more computers in classrooms.

## MUSIC

125. No lessons were taught in Years 2 or 6 during the inspection period and there was very little written work. However, evidence from lessons seen in other year groups, scrutiny of planning, videos of past performances, assemblies and discussions with teachers and pupils indicate that standards are broadly average by the end of Year 2 and Year 6. The majority of pupils, including those with special educational needs, achieve satisfactorily. The judgements made are similar to those at the last inspection.
126. The singing heard in assembly by pupils of all ages was reasonably tuneful, with clear diction. Recordings of past performances show improving control over tempo and dynamics, reflecting the mood of the songs, as pupils move through the school but no evidence of, for example, part singing. Pupils' skills in the performing, listening and appraising aspects of the subject are better than their knowledge of musical elements and structures, especially among the older pupils. For example, in a well taught Year 5 lesson about percussion sounds, it was clear from pupils' responses that their prior understanding and use of musical vocabulary was limited. Current planning shows that all elements required by the National Curriculum are taught. Learning objectives are clearly identified for each lesson and teachers assess pupils' progress against these. Teachers make some use of information and communication technology to help pupils develop their musical skills and knowledge, through the use of keyboards, for example, and information from the Internet but other opportunities, such as supporting pupils' composition skills, are not yet fully exploited.
127. In the lessons seen, the quality of teaching and learning was good. In a well taught lesson for Year 1 pupils, the good variety of well-paced and matched activities and the good use of toy bears to 'demonstrate' kept pupils' full attention. The teacher gave them good opportunities to practise and improve their recognition and response to changes in pitch. Spontaneous comments, such as, 'That was fun', showed how well the teacher had motivated pupils and how much they enjoyed the lesson. A lesson for pupils in Years 3 and 4, jointly taught by the two class teachers, was a very good example of how pupils' very good behaviour and personal development and the school's successful promotion of these contribute to their good learning. Although there were a large number of pupils, the teachers' very good management of them combined with the effective way that pupils collaborate and share ideas in small groups meant that no time was wasted. Pupils listened very carefully to their instructions, to the music and to each other in their small groups as they considered how different pieces of music can evoke different moods and how these can sometimes be related to colours. The emphasis that teachers gave to valuing pupils' ideas and to encouraging them to discuss and give reasons for their answers resulted in many thoughtful responses. One Year 3 boy, for example, thought that the music was 'jealous' because, 'when it got to the middle it sounded as if it was challenging something'. Close co-operation between the class teachers and a visiting inclusion teacher and judicious adjustments in the choices of music used also resulted in pupils with specific behavioural difficulties being able to participate successfully in the lesson.
128. There are a number of reasons for the difference between the good progress made by pupils in the lessons seen, and their satisfactory achievement overall. There are variations in the levels of teachers expertise and confidence in teaching the subject, leading to variations in the rate of pupils' learning as they move through the school. The co-ordinator, who leads the subject well, has begun to address this by securing some external staff training and leading some himself last year. However, opportunities for this and to fully develop other aspects of his role have been limited, as music has not been a priority for development in recent years. This has also limited the curricular time spent on the subject. However, the co-ordinator has worked hard to compensate for this by supporting and extending pupils' learning and experiences through a very good range of extra-curricular activities. These include events such as a Music Week in school and opportunities for pupils of all ages to take part in local music festivals. Good use has been made of visiting specialist teachers and groups such as 'Drum Crazy', not only to enthuse pupils but to develop their composition and performing skills in workshops. Staff and governors work hard to provide clubs for guitars and recorders, while some pupils receive flute or keyboard lessons from visiting

teachers. Pupils have good opportunities to perform and play with others in assemblies, school concerts and productions and concerts, including the popular Music Evening where items are performed by parents and staff as well as pupils. A good variety of music for assemblies is used well to extend pupils' listening and appraising skills and their knowledge of composers and music from varied cultures and traditions. Through such activities, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

129. Very few lessons were observed owing to the nature of the time-table. From this limited evidence, standards are average at the end of Year 2 and Year 6. Achievement through the school is satisfactory. However, inspection judgements have dropped since the last inspection. Owing to the time now spent on literacy and numeracy, there is now limited time for physical education lessons. To help to compensate for this, the school provides well for extra-curricular sports activities. Additionally, pupils have swimming lessons in Years 3, 4, 5 and 6, which is good provision. Many pupils reach high standards in swimming and this is a strength in the subject.
130. Teaching and learning is satisfactory overall and at times good. Lessons are well planned and learning objectives are identified in the planning. These objectives are discussed with the pupils. This was the case when pupils were taking part in a lesson outside to develop netball and football skills. The aims were discussed at the start of the lesson and referred to during the lesson. Consequently, pupils had good awareness of the passing skills that had been taught in the classroom before they came outside. Teachers use pupils' demonstrations well to reinforce what is to be learned and use praise effectively, which helps to raise pupils' self esteem. Good attention is paid to helping pupils to understand the effects of exercise on the body. At the end of vigorous exercise, pupils were asked to feel their heartbeat and as they relaxed, to feel the heartbeat slow down. Because teachers manage their pupils very well, lessons run smoothly and behaviour is very good. Pupils co-operate very well with each other, enabling successful paired and small group activities.
131. Teachers interact well with pupils at all times. In a Year 4 games lesson, when pupils were practising and developing their skills, the teacher worked closely with pairs and individuals, helping them to improve their skills. Teachers' knowledge and understanding of the subject is satisfactory and for some teachers it is good. In a dance lesson for Year 1 pupils the confidence and good knowledge of the teacher enabled her to take part in the dance and role model movements, which were both imaginative and of good quality. Pupils were able to learn well from this involvement. Teachers assess pupils' work closely and use this information to plan the next step. Pupils enjoy their lessons and their attitudes are very good. They respond well to instructions and always work hard to improve their performance.
132. The management of the subject is good. An enthusiastic and knowledgeable co-ordinator works hard to enrich the curriculum and keep a high profile for physical education. Termly newsletters do much to support this. The Spring / Summer edition, for example, publicised the Tag Rugby competition well and Year 6 pupils' involvement in the North Somerset Schools' 'It's a Knockout' event. Year 6 pupils have been involved in a Commonwealth Dance Festival, learning dances from around the world and thus gaining an insight into other cultures. The hall space in the school is limited and although class sizes at present are not large, it still crowded when used by older and larger pupils. The wide variety of extra-curricular activities extends pupils' opportunities and the provision is good for a small school. These include rugby, cricket, rounders, netball and dance as well as games for younger pupils. Teachers regularly assess pupils' work at the end of a unit of work against its key objectives. This tracks and records pupils' progress appropriately through the school.

## RELIGIOUS EDUCATION

133. Evidence from lessons seen during the inspection, together with discussions with staff and pupils, scrutiny of planning, displays and previous work indicate that standards are broadly in line with the expectations of the locally agreed syllabus at the end of Year 2 and 6. Boys and girls, including those with special educational needs, achieve satisfactorily overall in relation to their prior attainment. Standards are similar to those described in the previous report.
134. By the end of Year 2, pupils know how Christians celebrate Easter and Christmas. They are familiar with some of the stories from the Bible, such as those about Jonah and the Good Samaritan. They know that Harvest is a time of thanksgiving and write simple prayers of thanks. They begin to learn about festivals in other religions, by, for example, using drama to understand some of the Sikh wedding traditions. In a well taught lesson for Year 2 about the qualities of a friend, pupils reflected well on their own experiences, making thoughtful suggestions such as 'happy', 'gentle' and 'attentive' and showing a growing understanding of how their behaviour can affect those around them.
135. By the end of Year 6, pupils have a sound knowledge of Christian traditions and beliefs. They know several stories from the Old and New Testaments and can explain for example, some of the events of Easter and their significance to Christians. Pupils visit the local church regularly for Easter, Christmas and Harvest celebrations as well as to study its features. The local vicar, who is also a school governor, is a familiar and welcome visitor in school, regularly leading assemblies and supporting work in lessons. Such close links make a valuable contribution to pupils' learning about Christian beliefs in particular.
136. Year 6 pupils can draw out a few similarities and differences between different religions, but confuse the religions to which some beliefs and practices belong. They can recall satisfactorily some traditions and festivals from Judaism, following work undertaken with a Jewish teacher last year, who visited the school for a day. Scrutiny of past work shows that one reason for this is that there is little difference in the depth to which these themes are taught from Year 3 to Year 6. Another is that the same task is usually given to the whole class, so that there is little opportunity for average and higher attaining pupils to extend their knowledge and understanding further. This is partly because assessment is underdeveloped in the subject, consequently teachers do not always take sufficient account of pupils' previous learning.
137. This means that standards and achievement in the aspect of learning about religions, although satisfactory overall, are not as high as in the aspect of learning from religion and human experience. In this, pupils achieve well as a result of good teaching and frequent opportunities throughout the school to develop and express their ideas and opinions. All of the lessons seen, in which the quality of teaching was good overall, were focused on developing aspects from this area of the curriculum. A key feature were the very good relationships between pupils and teachers, so that boys and girls of all levels of attainment were confident in sharing their ideas and feelings, secure in the knowledge that both teachers and their peers would value and respect what they had to say. As a result, pupils, including those with special educational needs, make good progress in understanding and expressing their thoughts and emotions as they move through the school. It helps them to respect the values, views and beliefs of others and to form their own. In this way, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
138. Another strength in all lessons was the way that teachers modelled good listening skills very well and used carefully structured and targeted questions to help pupils to clarify their ideas and feelings. In this way and with the use of well-chosen pictures, in a Year 6 lesson, the teacher successfully helped pupils to raise some perceptive questions about a range of moral issues. He extended this by helping pupils to make links between questions asked and the opinions indicated in them. One pupil suggested, for example, that the view that it is not right for a child to work, was reflected in the question, 'Why should a little child work for his family?' As a result of good quality group discussions, pupils were able to justify, in simple terms some of their agreed opinions, such as, 'We think it is wrong to call people with different skin colours names because we are all

human beings', and 'We think they(refugees) should be let into the country because it's a free world'.

139. Teachers make good use of the subject to reinforce or extend pupils' literacy skills by giving pupils extra opportunities for writing in a variety of forms. Some good examples were seen, as in a Year 2 lesson, where the teacher encouraged pupils to apply their phonic knowledge – 'Think of your sound buttons' - to spellings in their written task. Teachers make appropriate use of information and communication technology to support pupils' learning through the use of videos and encouraging pupils to use their skills to retrieve relevant information and pictures from the Internet.
140. The headteacher as co-ordinator, has carefully reviewed the curriculum to ensure that it covers the requirements of the locally agreed syllabus and developed and resourced a useful scheme of work to support teachers' planning. Themes are based on a four year rolling plan for Years 3 to 6. Older pupils have not benefited fully yet from this more structured approach to teaching and learning and is one reason why their knowledge of world religions is limited. The co-ordinator has recognised in his action plan the need to develop assessment procedures to help to raise standards further. Assemblies often include themes that support topics in religious education lessons and teachers make good links with these.