

INSPECTION REPORT

COURT-DE-WYCK CE PRIMARY SCHOOL

Claverham

LEA area: North Somerset

Unique reference number: 109223

Headteacher: Mr Chris Hailstone

Reporting inspector: Mr Alan Fullwood
21184

Date of inspection: 4th – 7th November 2002

Inspection number: 246899

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 years
Gender of pupils: Mixed

School address: Bishops Road
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Appropriate authority: Governing body
Name of chair of governors: Mr Leslie Gallop

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Alan Fullwood	Registered inspector	English Information and communication technology Music Physical education English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed
9880	Tony Comer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22191	Stephen Lake	Team inspector	Foundation Stage Science Religious education Art Special educational needs	
32123	Penny Price	Team inspector	Mathematics Design and technology Geography History Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Court-de-Wyck Primary is a smaller than average sized primary school situated in the village of Claverham in North Somerset. There are 162 pupils on roll, aged from four to 11 years, taught in three single-aged classes and three mixed-age classes. Currently, there are more boys than girls. At the time of the inspection, 20 children were in their foundation year. The school mainly serves the immediate area around the school but the school's reputation for dealing with pupils with special educational needs means that some pupils come from further afield. Pupils live in a mixture of rented accommodation and owner occupied housing. Nearly all pupils are from a UK British background. Two pupils are from another white background and are at an early stage in the acquisition of English. Approximately ten per cent of pupils are entitled to free school meals which is below the national average. Approximately 29 per cent of pupils are on the school's register of special educational needs, above the national average. Last year there was a seven per cent movement of pupils, to and from the main school at times other than their normal first admission or when they transfer to secondary school. The attainment of the children on entry to the school, although wide ranging, is average.

HOW GOOD THE SCHOOL IS

Court-de-Wyck Primary is an effective school where pupils make satisfactory progress in English, mathematics and science. It provides a sound education for its pupils and successfully encourages them to develop good attitudes to learning and to behave well. The school is led and managed satisfactorily. It provides satisfactory value for money

What the school does well

- It is highly inclusive of all pupils, including those with special educational needs or who have English as an additional language.
- The quality of teaching and learning provided for children in the Foundation Stage is good.
- The quality of educational support staff is good.
- The school maintains a caring, secure environment in which pupils feel valued.

What could be improved

- Pupils' standards of writing across the school.
- The monitoring of teaching and learning of the extra support given to pupils who are underachieving in English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in January 1998. The standard of pupils' attainment in English, mathematics and science by the time they leave the school has been maintained. The provision for design and technology and information and communication technology across the school has improved. So too has the provision for history and geography in Years 3 to 6. However, the provision made for raising pupils' standards in writing across the school is unsatisfactory. The school has made very good progress in improving the provision made for children during the Foundation Stage and the quality of teaching they receive. Improvements have been made to the school's assessment procedures but often the work expected of average and above average ability pupils is the same. The good provision made for pupils with special educational needs has

been maintained. Procedures for evaluating the work of the school have improved. 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
	2000	2001	2002	2002
English	B	C	E	E
mathematics	C	D	C	C
science	A	C	C	C

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

The above table shows that pupils' standards of attainment at the end of Year 6 in the 2002 National Curriculum tests in English were well below average when compared to all schools and schools who take their pupils from similar background. Pupils' standards of attainment in mathematics and science were average when compared to all and similar schools. The trend in the results of the national tests has been downward in the past few years having risen in the previous two years. There are considerable fluctuations from one year to another, with the large variations in the proportions of boys and girls in some year groups and the number of pupils with special educational needs varying significantly.

Inspection evidence indicates that the attainment of the current group of pupils in Year 6 is on track to be in line with national expectations in mathematics, science and the speaking, listening and reading aspects of English. Pupils make satisfactory progress in these areas. Pupils' standards in writing are below national expectations and pupils make unsatisfactory progress over time. Standards in other National Curriculum subjects are at expected levels, except in art where they are above. There was insufficient evidence to make a secure judgement on pupils' attainment in religious education at the end of Year 6.

The school's appropriate targets for 2002 were exceeded in English and achieved in mathematics. Targets for 2003 are more challenging and inspection evidence indicates that they will be hard to achieve.

National Curriculum test results at the end of Year 2 in 2002 showed standards of attainment in reading, writing and mathematics to be well above average when compared with all and similar schools. Standards showed a downward trend until 2001 when they began to rise.

Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is above national expectations in reading and mathematics and in line with them in writing. Standards in other National Curriculum subjects are also in line with national expectations, except for art where they are above. Generally, pupils make satisfactory progress.

The majority of children in the reception class have made good progress in relation to their average attainment on entry to the school and are on track to achieve the Early Learning Goals¹ in all areas of their learning by the end of the Foundation Stage².

Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and receive good support from classroom teaching assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils' attitudes to school are good and they enjoy coming to school. When given responsibilities they are enthusiastic in carrying them out.
Behaviour, in and out of classrooms	Good. Where teaching fully engages the class, pupils' behaviour can be very good. In lessons and around the school, pupils' behaviour is mostly good. The great majority of pupils are polite and courteous.
Personal development and relationships	Satisfactory. Relationships in the school are good. Pupils show genuine concern for each other's well-being. Pupils are given opportunities to show initiative and to take responsibility in classrooms and around the school. There are limited opportunities for them to take responsibility for their own learning.
Attendance	Satisfactory. Pupils' attendance is broadly in line with the national average. Most pupils arrive at school punctually and lessons begin on time. There were two fixed-period exclusions during the last school year.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory overall, and varies from very good to unsatisfactory. It was good overall in the Foundation Stage, and in the Year 1/2 and 6 classes. The overall profile of teaching has been maintained since the last inspection.

Significant strengths of the teaching are teachers' management of pupils and the good use they make of praise to encourage pupils in their work. Weaknesses in teaching are a lack of

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels, and begin to write simple sentences.

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

pace in some lessons and the lack of challenge in some work provided for average and higher attaining pupils.

The teaching and learning of literacy and numeracy are generally satisfactory and good in Years 1/2 and 6. Work could be better adapted to provide for the needs of different ability groups.

The quality of teaching and learning in science, design and technology, history, music, information and communication technology and physical education are satisfactory. The teaching of art is good. No lessons were seen in geography across the school so no judgement can be made of teaching in this subject.

Pupils with special educational needs receive good support from learning support assistants.

Homework is used satisfactorily to support pupils' learning. The quality of marking is variable. Most pupils' books contain supportive comments to encourage pupils but few contain examples of comments to help pupils improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides an appropriate curriculum that meets all statutory requirements of the National Curriculum. The curriculum for the under fives is good. Satisfactory provision is made for extra-curricular activities. The school is effective in providing a fully inclusive curriculum so that all pupils are given equal access. The school has satisfactory links with the community and good links with partner institutions.
Provision for pupils with special educational needs	Good. Pupils are supported well by learning support assistants. Pupils' individual education plans are not consistently referred to in teachers' planning and this limits opportunities to provide for them in some lessons. Assessment and monitoring procedures for pupils with special educational needs are good. Pupils are regularly assessed each term.
Provision for pupils with English as an additional language	Good. Pupils are supported well by learning support assistants and class teachers.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Satisfactory overall and good provision is made for pupils' moral development. Opportunities are provided for pupils to explore values and beliefs and the way that they impact upon pupils' lives. Pupils are given clear guidance on right and wrong based upon Christian principles. Pupils are encouraged to support each other and be part of the school community.
How well the school cares for its pupils	The support and guidance that pupils receive are good. The school's policies and procedures for promoting health and safety, good attendance and for dealing with child protection issues are good, while those for promoting discipline and good behaviour are satisfactory. Monitoring of pupils' academic performance in English, mathematics and science is good. Systems of assessment for other subjects are developing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school is led and managed satisfactorily. The headteacher gives a clear educational direction to the work of the school. Formal procedures for monitoring the quality of teaching and learning are satisfactory but could be improved when monitoring the extra provision made for pupils who are underachieving.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic, very supportive of pupils, parents and staff, and fulfil their statutory duties well. They have good procedures in place for monitoring the work of the school and calling the school to account for its performance. Governors work closely with the headteacher and are fully involved in the school's future development.
The school's evaluation of its performance	Good. There are good policies in place for monitoring and evaluating the work of the school and identifying areas of weakness. However, the monitoring of the extra provision made to address identified weaknesses in pupils' performance, for example writing, are not rigorously enough to identify what works and what does not.
The strategic use of resources	Satisfactory. Systems are in place to ensure that the school makes best use of its financial resources and that specific grants are used for their intended purposes. The principles of best value are applied well. The school has effective systems for financial control and administration.

The school has an adequate number of staff to match the demands of the curriculum. Overall, the range and quality of learning resources are satisfactory. In information and communication technology and in the reception class they are good. The school's accommodation is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The information they receive about how well their child is progressing. • The relationship they have with the school. • The extra-curricular activities provided by the school.

Inspection evidence supports the positive views of parents but does not totally support the negative views of a minority of parents. The amount of homework set since the start of this school year is similar to that found in most schools. The information provided by the school on how pupils are progressing is satisfactory. However, annual written reports do vary in quality, particularly with regard to the language used and the detail of pupils' personal development. The range of extra-curricular activities is satisfactory. The school encourages parents to be involved in the work of the school. At the time of the last inspection the partnership the school enjoyed with parents was reported to be a strength of the school. The

headteacher and staff were genuinely puzzled with the negative responses of a significant minority of parents to the pre-inspection questionnaire and are anxious to explore

ways in which the school-parent partnership can be enhanced for the benefit of all concerned.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children begin school in the September of the school year in which they will be five years old. Their attainment is generally above the local authority average, but is similar to that found nationally with some areas above; for example, personal maturity, expressive language and fine motor skills are above average. Children make good progress in their time in the reception class and almost all are likely to attain the Early Learning Goals in all areas of learning by the end of the Foundation Stage. Many are on course to exceed the goals, and attainment on entry to compulsory education is above average. Children of all abilities achieve well because very good provision is made for them. This is a strength of the school. Activities are demanding and children are stimulated and challenged by the range of structured tasks provided. This is a considerable improvement since the time of the last inspection.
2. In the national tests at the end of Year 2, the school's standards have risen considerably in the last two years and were at least above national averages in reading and writing in 2001 and well above average in 2002. Standards in mathematics were high in comparison with the national average in 2001 and well above the national average in 2002. When compared to similar schools on the basis of the proportion of pupils eligible for free school meals, there is a similar pattern of rising standards. Girls generally perform better than boys but this is not always the case.
3. The results of the national tests at the end of Year 6 show a pattern of standards in English well above national averages in 1999 and 2000, but they have declined since then and were well below the national average in 2002. This group of pupils contained a high proportion of pupils with special educational needs, approximately 37 per cent. Standards in mathematics show a similar trend. Standards in science showed a sharp upward trend between 1998 and 2000 but have fallen sharply since then. However, standards in mathematics and science in 2002 were broadly in line with the national average for all schools and in comparison with similar schools based on the proportion eligible for free school meals. There have been considerable variations from one year to another due to the large variations in the proportions of boys and girls in some year groups and the proportion of pupils with special educational needs varying significantly.
4. Inspection findings indicate that by the age of seven pupils achieve good standards in reading and mathematics and satisfactory standards in writing. Generally, pupils make satisfactory progress overall. Pupils in Year 1 make good progress, as do pupils with special educational needs in Years 1 and 2. By the age of 11, pupils are on track to achieve average standards in mathematics and science, and the speaking, listening and reading aspects of English and make satisfactory progress overall. Pupils with special educational needs make good progress. Standards in writing are below expectations and pupils make unsatisfactory progress. Taking account of pupils' prior standards, they are achieving satisfactorily in science and mathematics and unsatisfactorily in English, mainly due to their lack of progress in writing. The school is likely to struggle to meet its targets for English and mathematics in 2003.

5. There are several reasons for this mixed picture. Pupils' attainment in English and mathematics is tracked closely and used to identify pupils who are underachieving in a given year. Extra support is given to these pupils. However, in the past this has often been ineffective. Greater emphasis needs to be given to monitoring the quality of teaching and learning that results from this extra support.
6. Pupils develop satisfactory skills in speaking and listening as a result of the frequent opportunities provided by their teachers to respond to questions, explain their reasoning and share their ideas. Generally, pupils listen attentively, sustain their concentration, and express their ideas willingly during class discussions. Teachers introduce new technical vocabulary appropriately in subjects and this helps pupils to begin to use these terms when explaining their ideas. Pupils of all abilities make satisfactory progress. Pupils are achieving good standards in their reading by the age of seven. Pupils acquire a love of reading as they mature and are regularly guided in their reading by teachers, learning support assistants, parents and volunteer helpers. By the age of 11, reading is in line with national expectations. The high priority the school gives to the teaching of reading ensures that by Year 6 pupils enjoy reading and choosing their own reading material. Higher attaining pupils read a wide range of texts fluently and expressively. Pupils make satisfactory progress.
7. Writing skills are average for pupils aged seven. They make a good start in the reception class and quickly learn about sentence structure and basic rules and their spelling of simple words is sound by Year 2. Standards of handwriting are satisfactory overall. However, teacher's expectations in some lessons in Year 2, of the amount of work pupils are expected to complete, are too low. Pupils' work is often short and unfinished and there was no evidence of more extended writing. In Year 1 there is a tendency to use too many worksheets rather than providing free writing sessions. Overall, pupils are making unsatisfactory progress as they are given too few opportunities to write at any length. Satisfactory use is made of information and communication technology to develop pupils' writing skills.
8. By the age of 11 pupils achieve standards of writing below expected levels. Pupils are currently making satisfactory progress in Years 3, 4, 5 and 6. However, their progress over time is unsatisfactory. A significant minority of average and slightly below average pupils have made little progress and their writing lacks description or development of plot and characterisation. In general, standards of presentation are unsatisfactory as many pupils do not show pride in their finished work. Standards of spelling are variable and there is little valuing of pupils' written work in displays around the school. Improving the standards of pupils' writing is a target in the current school development plan. However, the action taken by the school has not been effective in improving the progress of a significant minority of pupils of low average ability.
9. Pupils of all abilities develop satisfactory skills in numeracy as they move through the school and learn to think logically when solving problems. The implementation of the National Numeracy Strategy is having a positive effect on standards. Pupils develop sound mental calculation strategies because teachers provide regular practice in these skills in lessons and encourage pupils to use them in problem solving work. Pupils are on track to exceed national expectations by the end of their time in Year 2. Most pupils already understand place value to 100 and have quick recall of addition and subtraction facts to ten. Average and higher attaining pupils are competent in using the number facts of the two, five and ten times table. Pupils in Year 6 are on track to reach expected levels by the time they leave the school. Pupils' mental calculation skills are developing appropriately and they use formal methods of calculation to develop their own strategies for solving number problems. Overall,

pupils make satisfactory progress, including higher attaining pupils. However, some average and slightly below average pupils have made less progress than expected in Years 3, 4 and 5 despite the school's use of nationally recommended 'catch up' programmes such as 'booster' classes.

10. Pupils achieve average standards in science throughout the school. This is in line with the findings of the previous inspection for pupils aged 11 but lower for pupils aged seven. All pupils, including those with special educational needs, are achieving satisfactorily. By the age of 11, pupils have a sound grasp of key concepts in science including scientific enquiry. However, they make unsatisfactory progress in recording the results of their investigations. Pupils' work is often poorly presented and in some books work is incomplete. The quality of teachers' marking in some classes is not effective in encouraging pupils to value their work. The work of the current group of pupils in Year 6 shows that this problem is being addressed by the new teacher in this class.
11. Throughout the school, pupils acquire satisfactory basic skills in information and communication technology. Standards are rising due to the better facilities available to them and the good use made of them. By the age of seven, all pupils understand how devices can be programmed to follow a sequence of instructions. They make sound use of their developing word-processing skills to write short pieces of work, such as poems. Pupils are on track to achieve national expectations at the end of Year 2 and Year 6. This is an improvement since the last inspection. Good teaching in Year 6 enables pupils to present information in a variety of forms and with increasing regard to their audience using 'Power point' presentations. They show confidence when adding, amending and combining a range of information from different sources. Pupils make satisfactory progress.
12. In most other subjects, pupils achieve satisfactorily and their standards by the age of seven and 11 are in line with national expectations. In design and technology and information and communication technology standards have improved across the school and the good standards noted at the time of the last inspection in art have been maintained. Standards in geography and history have improved in Years 3, 4, 5 and 6. Pupils' standards of attainment in religious education are in line with the expectations of the locally agreed syllabus at the end of Year 2 but is lower than at the time of the last inspection. There was insufficient evidence to make a secure judgement on pupils' attainment at the end of Year 6. Many examples of pupils' work in Years 3, 4, 5 and 6 consist mainly of worksheets, some of which are undemanding and many of which give examples of poor presentation. However, much of the work in these year groups is carried out through discussion. Pupils in Year 6 are currently making satisfactory progress.
13. Pupils with special educational needs make good progress in relation to their individual education plans because of the good support they receive from learning support assistants. Pupils with English as an additional language also make good progress.

Pupils' attitudes, values and personal development

14. The pupils' attitudes to school are good. Where opportunities exist, they are keen to be involved in school activities, such as when operating the overhead projector and the music centre during assemblies.

15. Parents believe that the children like coming to school, are encouraged to work hard and do their best, and that the school helps them to become mature and responsible. Parents also believe that behaviour is good. The inspection evidence supports these positive views.
16. Overall, the behaviour of pupils is good. Where teaching fully engages the class, behaviour can be very good. Around the school and in the playground behaviour is mostly good and the great majority of pupils play happily together and are polite and courteous. There was no evidence of oppressive behaviour during the inspection.
17. Relationships between pupils, and between pupils and adults, are good. At times during the inspection, pupils demonstrated genuine concern for each other's well-being, such as when Year 1 pupils helped a member of the class to find his coat or Year 6 pupils helped reception children with their reading. There is a sound range of educational visits, visitors and after-school activities, such as the visit of a dance group and musicians and clubs for netball, rounders and singing. Regular 'circle time' sessions also successfully promote pupils' personal, social and health education development. Opportunities for pupils to show initiative and to take responsibility for their own learning through scientific enquiry and using and applying their mathematics skills are more limited.
18. Overall, the attitudes, behaviour and personal development of pupils make a positive contribution to learning; standards having been maintained since the last inspection.
19. Pupils' attendance is satisfactory, being broadly in line with the national average. Unauthorised absence is above the national average but there is evidence that this has reduced during the past year. Most pupils arrive at school punctually and lessons begin on time. There have been two fixed-period exclusions during the last school year.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the quality of teaching and learning is satisfactory and varies from very good to unsatisfactory. Teaching is particularly good in the Foundation Stage and the Years 1/2 and Year 6 classes. It was good in two out of ten lessons of which two lessons were very good. It was unsatisfactory in approximately one in 12 lessons. The teaching of most subjects is satisfactory. These findings confirm parents' own views of variable quality of teaching. The overall profile of teaching noted at the time of the last inspection has been maintained.
21. Significant strengths of the teaching seen are teachers' management of pupils and the good use they make of praise to encourage pupils in their work. Weaknesses in teaching are a lack of pace in some lessons and the lack of challenge in some work provided for average and higher attaining pupils. Teachers consistently set clear objectives of what they want the pupils to learn by the end of lessons but do not always share this information with them or evaluate with them whether these objectives have been achieved at the end of sessions.
22. Teaching in the Foundation Stage is good overall with much very good teaching observed. The vast majority of teaching is good in all areas of learning. There is a good balance of activities that support children's development, through play activities and more structured tasks that successfully encourage and extend their learning. The teacher has clear, succinct records of the progression of skills in each area of

learning that allow regular assessment of individual children's progress and needs. At this time, early in the school year, the teacher has already identified children with possible special educational needs, who have full support from all staff to help them make the expected progress. This is good practice and helps ensure that help is available for these pupils from an early stage.

23. The quality of teaching in Years 1 and 2 is satisfactory overall, and varies from good to unsatisfactory. It was good in approximately a third of lessons and unsatisfactory in approximately one in ten lessons. The quality of teaching in Years 3, 4, 5 and 6 is satisfactory overall, and varies from very good to unsatisfactory. It was good in three out of ten lessons of which two lessons were very good. Teachers have a sound knowledge and understanding of the National Curriculum and generally plan appropriate activities for the different ability groups within classes. However, work is not always sufficiently adapted to meet all pupils' needs. For example, the same worksheets are used for average and higher attaining pupils and little extension work is provided for them. Some lessons lack pace when pupils are expected to sit for too long during lengthy introductions and explanations. In the more successful lessons, teachers have high expectations of what pupils can achieve in a given period of time and make good use of tight time structures to keep the pace of lessons brisk. The work set is challenging and motivates pupils to work hard and complete their work on time. For example, in a Year 6 physical education lesson the teacher kept up a good pace of work with concise instructions of what to do and consider as pupils developed a range of strategic skills in attack and defence. Pupils practised in pairs and small groups and finally moved into a small-sided team game as they learned to find space and indicate by subtle signals when they wanted the ball passed to them. The teacher's own enthusiasm and high expectations were successfully communicated to the pupils who worked hard to improve their performance and made good progress. There was no pattern to the lessons which were unsatisfactory except to say that all lacked sufficient pace and challenge and pupils did not progress satisfactorily as a result.
24. The teaching of literacy and numeracy is satisfactory overall and good in the Year 1/2 and Year 6 classes. All teachers have a sound understanding of the Literacy and Numeracy Strategies and generally plan appropriate work for pupils to complete to cover the Programmes of Study of the National Curriculum. However, better adaptation of the work to be covered in English is generally given to lower attaining pupils than those of above average attainment. Pupils have frequent opportunities to practise their mental arithmetic skills at the start of numeracy lessons. In the better quality teaching, teachers make clear their high expectations of what pupils can achieve in a given amount of time and set tight time structures to ensure that these expectations are achieved.
25. The quality of teaching and learning in science is satisfactory overall and in one instance was unsatisfactory. Teachers' planning sets out clearly what it is the pupils are to have achieved by the end of the lesson but in the unsatisfactory lesson the activity given to the pupils was inappropriate to achieve it. Teachers' planning ensures that all aspects of the science curriculum are given suitable emphasis except for pupils recording their work which is unsatisfactory. Work is often incomplete, poorly presented and involves pupils completing worksheets or previous national test papers.
26. The quality of teaching and learning in information and communication technology lessons is satisfactory. The main strengths of teaching are that lessons are well organised and teachers are confident in their subject knowledge.

27. The quality of teaching and learning in design and technology, history, music and physical education is satisfactory. Generally, teachers have sound subject knowledge and present information to pupils in an interesting and lively manner. In a few lessons in history the materials from which pupils are to extract information are too challenging for the age of the pupils. Generally, pupils make satisfactory progress and achieve appropriately. Teaching in art is good and pupils make good progress in developing skills and techniques. No lessons were seen in geography across the school so no judgement can be made of teaching in this subject. However, the provision made for this subject is satisfactory.
28. Pupils with special educational needs are taught mainly by learning support assistants under the direction of class teachers. This support is of good quality and ensures that pupils with special educational needs receive support that enables them to take a full part in lessons. Pupils' individual education plans are available in classrooms but are not referred to consistently in teachers' planning. This limits opportunities to provide for these pupils in some lessons.
29. Homework is used satisfactorily to support pupils' learning. The quality of marking is variable. Most pupils' books contain supportive comments to encourage pupils but few contain examples of comments to help pupils improve their work. Generally, teachers make satisfactory use of the school's good assessment procedures to plan future work.

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

30. The school provides an appropriate curriculum that meets all statutory requirements of the National Curriculum and the requirements of the agreed syllabus for religious education. Pupils receive slightly less teaching time in Years 3 to 6 than national recommendations. As some assemblies during the inspection took up to half an hour each day this further reduces the amount of time available to teach the National Curriculum. The time allocated to each subject is mainly in line with national recommendations.
31. The curriculum for the under fives is good. It meets all statutory requirements. All pupils have access to practical activities and purposeful play. The curriculum provides a wide range of good quality learning opportunities. This is a considerable improvement since the last inspection.
32. The curriculum for pupils in other age groups is broad and balanced and the quality and range of learning opportunities are satisfactory overall. All aspects of the curriculum are adequately covered in geography, history, design and technology and in information and communication technology, except the sensing of physical data. This represents sound improvement since the last inspection. Information and communication technology is used well to support learning in other subjects such as when pupils in Year 5 go to a website to consolidate learning about solids, liquids and gases in science.
33. Displays are satisfactory overall. They cover a range of different subjects but are variable in quality. The better examples relate to pupils' interests and celebrate their achievement, for example, the 'Football League Problem Solving' display in Year 5. Other good examples such as the Moving Monsters encourage a response from

- pupils by asking questions. These have a positive impact on pupils' learning because they motivate pupils and raise their self-esteem. However, very little displayed work celebrates pupils' writing.
34. Overall, equal opportunities in the curriculum are good. The national guidance relating to schemes of work adopted by the school ensures pupils have good access and adequate coverage of subjects as they move through different classes. Pupils with special educational needs and English as an additional language are well supported in classrooms by teachers and teaching assistants. There is no difference in the way boys and girls are taught.
 35. There has been sound improvement in planning since the last inspection. Medium term and short term planning now identifies what pupils will learn. Teachers plan well for lower ability pupils but the planning for average and above average pupils is not always relevant to the needs of all pupils. On occasions, the more able are still not appropriately challenged. At other times the below average pupils are not sufficiently supported, for example in mathematics. The quality information on display to support learning, such as number lines or vocabulary within classrooms, is variable.
 36. The school has satisfactory strategies for teaching literacy and numeracy. The national strategies for these subjects provide a reasonable structure for teaching the basic skills. There are also opportunities for pupils to use mathematics and English in different subjects. However, insufficient time is planned for pupils to practise extended writing.
 37. Pupils with special educational needs are fully included in the curriculum. Most pupils make good progress in relation to specific targets set for them.
 38. Provision for extra-curricular activities is satisfactory. Pupils have the opportunity to take part in a range of competitions as well as sports and musical clubs during the year. The Glee club and netball club, on offer at present, are enjoyed by pupils. The curriculum is enriched by visitors such as a Somali musician, the Bite Size Theatre Company, Tilly the Tailspinner and Obee Joyful who share their expertise and enthusiasms with pupils. Special days such as the recent Roman day, visits to places of interest and the residential visit in Year 5/6 have a positive impact on learning and contribute to pupils' personal and social development.
 39. Provision for personal, social and health education is satisfactory. Opportunities for pupils' personal and social development are offered across the curriculum as well as part of specific discussion sessions. For example, Year 1 pupils develop an understanding of personal worth when they look at themselves in the mirror and tell each other what they are good at. Teachers decide when and how to deliver this aspect of the curriculum. Sex education and drugs education are covered adequately. There is a policy for each which ensures the needs of pupils at different ages are met.
 40. The school's links with the wider community are satisfactory. Pupils are involved in charitable fundraising and the school has links with the local church and with a number of local businesses. For example, local businesses sponsor the annual calendar produced by the school and members of the community help in school on a regular basis. Pupils also take part in village events and study the local environment. The school has plans to extend the links between pupils at the school and the elderly residents in the community. Some members of the community help out in the school and the school sanctions the use of school grounds in the evenings and at weekends, provided that there is proper respect for school property. Pupils visit the local church

as part of the religious education programme and the local vicar takes assemblies regularly. Visitors, including grandparents, come into school to share their knowledge on particular subjects like life in the Second World War. Parents help with swimming, cooking and gardening. Pupils take part in concerts and dramatic performances for parents and sing for older residents in the community. These links make a positive contribution to pupils' personal development and raise their self-esteem.

41. Relationships with other schools are good. The partnership with pre-school groups and the close working relationship with the Backwell Cluster of schools have benefits for pupils, families and staff by ensuring a smooth transfer from one phase of education to the next.
42. Satisfactory provision is made for the spiritual, moral, social and cultural development of pupils. Suitable opportunities are given through religious education, history and geography for pupils to explore values and beliefs and the way they impact upon pupils' lives. Visits and visitors to the school support this. For example, an Asian family coming into school to explain and share their customs and food, gave pupils a good insight into their way of life. The school respects individuals and encourages pupils to do the same.
43. Provision for moral development is good. Pupils are given clear guidance on right and wrong based upon Christian values that reflect the school's voluntary controlled status and links to the local church. Clear rules for behaviour are in place and teachers encourage good behaviour through suitable use of praise and by example.
44. Social development is provided for suitably in a variety of ways. Pupils are encouraged to support each other and be part of the school community. A particularly good feature in this area is the way in which the oldest pupils act as reading partners to the children in the reception class. They show great care in the way in which they support these young children.
45. Pupils' cultural development is satisfactory. They experience a wide range of British and European cultures through visits to museums and art galleries. Music from other cultures is played in assemblies and pupils learn to respect the contribution made by people from other faiths and cultures through religious education. A suitable range of multicultural stories are available in the library but not enough opportunities are taken to promote other cultures through art or other areas of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The support and guidance that pupils receive, both formal and informal, are good and most parents feel comfortable about approaching the school with questions and problems. The teaching and non-teaching staff know the pupils and their families well and respond to their needs. Pupils with special educational needs and for whom English is a second language receive good support. There is a very helpful 'circle of friends' initiative in Year 5 and an after-school care group that is valued by the school community.
47. The school's policies and procedures for promoting discipline and good behaviour are satisfactory. There was no evidence of oppressive behaviour during the inspection. The behaviour policy is clear and parents are appropriately involved in the behaviour monitoring process. The system of rewards and sanctions is understood and respected by pupils. The 'star awards' assembly is an example of how pupils' confidence and self-esteem are enhanced.

48. Policies and procedures for promoting health and safety and for dealing with child protection issues are good. The procedures for recording and monitoring attendance are also good.
49. Overall, procedures for ensuring pupils' care and welfare are good. However, the school is concerned that the support it gets from the education welfare service and from the school nurse has been variable over recent months.
50. Monitoring pupils' academic performance is satisfactory overall. The school has an effective policy and procedures in place for assessing pupils' attainment in English, mathematics and science and assessments are carried out regularly. Assessment systems are developing in other subjects, such as information and communication technology. This information is kept in individual pupil records along with annual reports which provide information on attainment in other subjects.
51. Procedures to track progress in mathematics and English are good. Trends in the overall results continue to be analysed. Consequently, the school is aware of groups of pupils who are not making satisfactory progress such as some below average and average pupils in Year 5 in mathematics.
52. Using assessments of what pupils know and can do to plan their subsequent learning was a key issue in the last inspection. Although it is now satisfactory there is room for further improvement. Generally, teachers make learning objectives clear to pupils in lessons, plan for differing abilities and check whether pupils understand at the end. However, some teachers are better than others at matching the task to the ability of different pupils because they use questioning to make pupils think or find out if they understand before moving on. Good use is made of national data to change the curriculum offered to groups of pupils. However, although the school has correctly identified writing as a weakness and pupils' English work is being sampled on a regular basis, the opportunities pupils receive to write in other subjects of the curriculum, such as history and geography, are limited through the use of too many worksheets.
53. Procedures for monitoring and supporting pupils' academic progress are satisfactory. Numeracy and literacy targets are set for pupils of differing abilities on an annual basis through discussions between class teachers and the headteacher. These are regularly reviewed and updated by teachers. The literacy co-ordinator is monitoring pupils' progress towards meeting the writing targets in the school's development plan. However, the emphasis is on monitoring pupils' English work and not on the quality of teaching and learning that pupils receive or the opportunities given to pupils to develop their writing skills in other subjects of the curriculum. Marking is variable in quality; while some of it is good it does not always help pupils to know what they need to do to improve. Some pupils are not challenged sufficiently because teachers are unaware of the precise steps needed to raise attainment. Additional support is given to pupils in English and mathematics who are not achieving well enough but this is not always successful.
54. Assessment and monitoring procedures for pupils with special educational needs are good. Pupils are regularly assessed each term. Class teachers and support staff set new targets for their individual education plans following each review. However, in some cases these plans need to be more specific, with clear, manageable step-by-step targets to support individual learning. This is happening in some classes but requires closer monitoring to ensure that it is consistent across all classes and builds

upon the best practice. This development is being implemented during this term and will be monitored to evaluate the effect upon learning. Annual reviews for statemented pupils are well documented and appropriate targets are set. Statutory requirements are fully met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Overall, the partnership with parents is satisfactory. Of the parents who responded to the pre-inspection questionnaire (approximately 30 per cent) or who attended the parents' meeting (15), most have positive views of what the school provides and achieves. However, a significant minority of these parents (about one third) disagree that children get the right amount of homework, that they are kept well informed about children's progress, and that the school works closely with parents. Over one half of these parents disagreed that the school provides an interesting range of activities outside the classroom. The inspection evidence supports the positive views of parents but does not totally support the negative views (see appropriate sections of the report).
56. There is effective communication between the school and parents, with information provided through regular newsletters, noticeboards, information in the reception area, parents' meetings, parent consultation and annual reports. However, the school is disappointed at the level of attendance (about 60 per cent) at the parents' evenings and at the class meetings. Pupils' annual reports are carefully written and give parents a clear picture of what children know, understand and can do and targets for improvement are set. However, the level of detail in subject areas varies across the school and particularly about pupils' personal development. The presentation of the reports, as well as some of the language used within them, could be improved to ensure more effective communication with parents. Parents know that they can discuss issues informally with staff. The annual governors' report to parents does not contain a statement on the progress of the school's OFSTED action plan and therefore does not meet statutory requirements.
57. The school makes significant efforts to encourage parental involvement in the school. A number of parents help in classrooms, particularly with reading and cooking, and some parents help with swimming and on school trips. There is a supportive school association that raises additional funds to supplement the school budget.
58. Overall, the effectiveness of the school's links with parents and the impact of the parents' contribution to the life and work of the school are both satisfactory. However, at the last inspection they were reported as 'strengths of the school' and the response of a significant minority of parents to the pre-inspection questionnaire suggests that the school needs to explore ways in which this school-parent partnership can be enhanced for the benefit of all concerned.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is led and managed satisfactorily.
60. The headteacher gives a clear educational direction to the work of the school. He is passionate about the inclusive nature of the school and justly proud of the school's good reputation in providing well for pupils with special educational needs. His approach promotes inclusion and a respect and understanding of racial equality. The headteacher aims to teach all classes each week and to provide support for teachers by releasing them from their classes. He has set up a clear policy for monitoring

educational provision by establishing a timetable of planned monitoring of subjects by co-ordinators. Core subjects such as English, mathematics and science are monitored twice a year while monitoring of other subjects takes place on a two-year rolling programme. However, the monitoring of teaching and learning is not used as systematically as it could be to identify what works and what does not. The many changes of staff over the last few years have undoubtedly affected the monitoring programme. However, given the lack of progress made by pupils in writing it is a weakness that the teaching of writing has not been monitored in all classes. Discussions with the literacy co-ordinator intimated that there are no plans to do so.

61. The school has appropriate policies and procedures in place for the performance management of staff. Governor's trained by the local education authority set performance targets for the headteacher who sets the targets for the senior management team. They in their turn carry out performance management in their phases of responsibility. The second cycle of performance management is due to start soon.
62. The headteacher is ably assisted by his deputy and the other member of the senior management team who is new to the school. Many subject co-ordinators are new to their roles and have had little opportunity, as yet, to gain a secure idea of standards and provision in their subjects, such as music and history. More systematic monitoring of the quality of teaching would improve this situation. The delegation of management responsibilities needs reviewing to ensure that this takes place.
63. The governing body is fully involved in the school's future development and works closely with the headteacher and his staff. Governors are enthusiastic, very supportive of pupils, parents and staff, and fulfil their statutory duties well. They have an appropriate committee structure in place and oversee the development of the targets in the school's development plan well, calling the school to account for its performance. The governors are kept well informed about the work of the school through their own monitoring procedures.
64. The co-ordinator for special educational needs is effective in managing support for these pupils. The systems for organising the documentation in the regular reviews of provision are excellent. However, the writing of individual education plans, which is delegated to class teachers, vary in quality and some inconsistencies occur in the set targets.
65. School development planning is comprehensive but there is much unnecessary detail in the plan itself. Targets are relevant, costed, and state who will be responsible for overseeing their development. Governors are appropriately involved in drawing up the plan. The school has many elements of evaluation in its self-evaluation procedures but greater emphasis needs to be given to the monitoring of the quality of teaching and learning, particularly in writing, if school intervention strategies are to be fully effective.
66. The school has an adequate number of well-trained teachers and support staff to match the demands of the curriculum. The provision for the induction of staff new to the school and the continuing improvement of skills through the staff development programme are both satisfactory.
67. The adequacy of the school's accommodation to allow the curriculum to be taught effectively is good. The internal accommodation is clean, warm and well maintained and the displays in the classrooms and around the school are satisfactory. The

external accommodation is good. However, there are a number of timber frames around windows and doors that are in advanced stages of decay and may present a health and safety risk in the near future.

68. Overall, the range and quality of learning resources are satisfactory. In information and communication technology and in the reception class they are good. In design and technology and for the reception children, resources have improved since the last inspection. There are some small deficiencies such as 'interactive' mathematics resources, large balls for physical education, and a lack of balls, skipping ropes and other play equipment in the playgrounds. The accessibility and management of resources are satisfactory.
69. The procedures for budget setting and its subsequent monitoring are satisfactory. The school has effective systems for financial control and administration. The governing body provides good support for the headteacher and the school has recently come out of a deficit budget situation. They work hard to implement the principles of best value. The administration officer offers sound and friendly support to staff and parents in the day to day running of the school. The school has identified relevant areas for development in the school development plan and used the budget to support it reasonably well. Specific grants are used satisfactorily for their intended purposes. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) improve pupils' standards in writing by:
 - i. providing more frequent opportunities for pupils to write freely and imaginatively in English and other curriculum subjects; (Paragraphs 52, 95)
 - ii. intervening more effectively when individuals or groups of pupils fail to make sufficient progress; (Paragraph 94)
 - iii. raising some teachers' expectations of the amount of work pupils should complete in a given amount of time. (Paragraph 93)
 - iv. ensuring that teachers' marking clearly shows pupils how they could improve their work. (Paragraphs 29, 53)
 - (2) Review the length of the teaching day in Years 3 to 6 to ensure that national recommendations for the minimum teaching day are followed. (Paragraph 30)
 - (3) Improve the school's systems for monitoring the quality of teaching and learning of the extra support given to rectify identified weaknesses in pupils' performance. (Paragraphs 53, 60)
71. In addition to the key issues above the following more minor points for development should be considered for inclusion in the action plan:
- (1) Explore ways in which the school parent partnership can be enhanced for the benefit of all concerned. (Paragraph 58)
 - (2) Ensure that the governors' annual report to parents meets statutory requirements by including a statement on the progress of the school's action

plan drawn up after a school inspection. (Paragraph 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	17	30	4	0	0
Percentage	0	4	32	57	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	162
Number of full-time pupils known to be eligible for free school meals	17
Special educational needs	YR – Y6
Number of pupils with Statements of Special Educational Need	8
Number of pupils on the school's special educational needs register	47
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.6

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	13	13	13
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (100)	91 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	13	13	13
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	8	11	11
	Total	17	22	23
Percentage of pupils at NC level 4 or above	School	63 (78)	81 (74)	85 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	13
	Girls	8	10	11
	Total	15	21	24
Percentage of pupils at NC level 4 or above	School	56 (78)	78 (78)	89 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	160	6	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	152

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	500,543
Total expenditure	479,621
Expenditure per pupil	2,889
Balance brought forward from previous year	7,893
Balance carried forward to next year	28,815

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

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	162
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	31	8	0	2
My child is making good progress in school.	33	51	4	2	10
Behaviour in the school is good.	24	65	8	0	2
My child gets the right amount of work to do at home.	16	43	29	8	4
The teaching is good.	29	61	4	2	4
I am kept well informed about how my child is getting on.	14	45	29	6	6
I would feel comfortable about approaching the school with questions or a problem.	39	47	12	2	0
The school expects my child to work hard and achieve his or her best.	35	57	2	2	4
The school works closely with parents.	22	43	18	12	4
The school is well led and managed.	24	63	4	2	6
The school is helping my child become mature and responsible.	24	67	2	4	2
The school provides an interesting range of activities outside lessons.	4	22	33	20	20

Other issues raised by parents

Parents were concerned with the number of supply teachers used to teach their children last year. Some parents felt that new initiatives fell away when there were changes of staff.

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

72. All children begin full-time education in the year of their fifth birthday and are taught in the reception class. At the time of the inspection many of the children have birthdays later in the year and so the majority are four years old. Most children attend local pre-school groups before starting school. The school builds a professional relationship with the local pre-school group and this helps make the transfer of children into the school smooth and successful. The education provided in the reception class is good overall.
73. The quality of teaching and learning provided for children in the Foundation Stage is good overall with much very good teaching observed. It was good in all areas of learning and is a strength of the school. This is a considerable improvement since the last inspection.

Personal, social and emotional development

74. The majority of children will exceed the Early Learning Goals in this area of learning by the end of the Foundation Stage. Well-organised induction procedures ensure that almost all children enter the reception class confidently. Staff work very well together and provide good role models for children, treating each other and the children with courtesy and respect. Perceptive use of praise and encouragement gives children a feeling of self-respect and pride in their achievements. They show increasing confidence and developing independence. They have positive attitudes to learning and settle promptly to self-chosen and teacher-directed tasks. Almost all the children work happily alongside others and some are beginning to work well together. This was seen when children co-operated to make 'beds' for the three bears during a session in the hall. Children are at ease with the daily routines of their class. Children make good progress due to the good quality of teaching that they receive.

Communication, language and literacy

75. Speaking and listening skills develop well. Some children speak articulately and fluently, and have the confidence to conduct conversations with teachers and visitors. Children have good opportunities to imagine and recreate experiences, and these are developed effectively by the adults, who make the most of the opportunities by involving children in conversations, for example, when sharing their favourite book by reading to 'Teddy'
76. At this time of the year, children are at the early stages of recognising initial letter sounds and some are recognising phrases such as 'cold wet nose'. Good teaching uses opportunities to respond to children's curiosity and eagerness to learn by introducing letter names, their sounds and simple words. Supplies of paper, pens, pencils and crayons are available and children readily use them. This is successful in encouraging children to begin writing.
77. Children share and enjoy books. They turn the pages with care and talk appropriately about the pictures. In a group session sharing books with 'Teddy' children demonstrated that they understand the sequence of a story and can retell it in their own words. The teacher responds well to the abilities and needs of all children, taking those forward who have some prior knowledge of reading, and supporting others, so

that children make good progress. Most children are on line to attain the goals in this area of learning and many will exceed them. The quality of teaching is good.

Mathematical development

78. This area of learning is well taught and by the end of the reception year almost all children will have met the Early Learning Goals for mathematics and some will have exceeded it. Many children can already count to five and some can count to ten although they are not yet secure in writing the numbers. They know what comes before and after numbers up to five and are starting to understand 'more than' and 'less than'. Displays are used well to support number and shape activities. Children are familiar with the simple shapes of triangle, square and rectangle and these are used in a display that indicates which activity group they are in. Activities are suitably matched to the varying abilities of the children. Praise and encouragement are used well to support children's good progress.
79. Mathematical development is well planned across other areas of the curriculum, for example, to reinforce the understanding of shapes, children use shapes on the computer to make a face.

Knowledge and understanding of the world

80. Children have a satisfactory knowledge and understanding of the world around them. For example, children looking at a pictorial map on the class wall identify a variety of features such as trees, fields and a river. Children know about their immediate surroundings and show a growing sense of direction. The walk around the school grounds on a 'bear hunt' successfully produced a sense of awe and wonder.
81. Many children are familiar with using the computer. They make good progress in using the facilities of a drawing program, illustrating good control of the computer mouse.
82. Children have an appropriate awareness of the passing of time and understand what is meant by 'yesterday', 'today' and 'tomorrow'. Teachers exploit all opportunities to develop children's awareness of the world about them. Indications are that most will attain the Early Learning Goals by the time they enter Year 1. The quality of teaching is good.

Physical development

83. The reception class has access to a secure outdoor play area where physical activity can be an integral part of the school day. In wet weather an alternative space is available with some cover in a central courtyard. This was an issue in the last inspection and has been addressed well. Children have access to large moveable play equipment to help them develop their skills of climbing and balancing. There are plenty of bikes and trolleys and children have enough opportunity to practise pedalling and pushing. They share bikes well, supporting their personal and social development.
84. Children are good at drawing, early writing and cutting. These carefully controlled movements are developing well and many children already meet the Early Learning Goals in this area. Children make full use of the opportunities available to use pencils, crayons and paints. A varied range of activities is planned to promote children's dexterity in using scissors and moulding malleable materials. The quality of teaching

is good.

Creative development

85. Children use a suitable range of techniques and media to increase their confidence and skills. They confidently use paints and potato prints to make a border pattern for a collage. They write their names by finger painting and this helps their early reading skills by re-enforcing recognition of their own names.
86. Children enjoy singing. They listen attentively and make good progress in making musical patterns. New songs are learnt quickly and children are good at accompanying the songs with actions matched to a steady beat. Most children are on target to meet the Early Learning Goals at the end of their reception year due to the good quality of teaching they receive.

ENGLISH

87. Standards in English are on track to be in line with national expectation at the end of Year 2 but below expectations at the end of Year 6. In Years 1 and 2, pupils make satisfactory progress in all aspects of the subject. In Years 3, 4, 5 and 6, pupils make satisfactory progress in speaking, listening and reading but overall their progress in writing is unsatisfactory. Pupils, with special educational needs, make good progress in relation to their previous attainment because of the good support they receive from learning support assistants.
88. The results of National Curriculum tests at the end of Year 2 in 2002 show that pupils' standards of attainment were well above average when compared to all schools and schools who take their pupils from similar backgrounds. The general trend in attainment fell between 1997 and 2000 but have showed an upward trend since then. Girls perform better than boys but not significantly so. English test results for pupils in Year 6 were well below the national average for all schools and when compared to similar schools. Pupils' standards of attainment have generally shown an upward trend until 2000 but have fallen since then. The 2002 cohort of pupils contained a high proportion of pupils with special educational needs and this inevitably affected the overall standards attained by the school. However, National Curriculum test data also indicates that pupils made unsatisfactory progress in English in 2001 and 2002 in comparison with their attainment at the end of Year 2. Evidence from the school's tracking records indicates that a significant minority of pupils have made unsatisfactory progress in their standard of writing.
89. By the end of Year 2, pupils' standards of attainment in speaking and listening are in line with national expectations. In Years 1 and 2, pupils are given frequent opportunities to express their ideas and opinions in class discussions. Pupils generally demonstrate confidence when answering teachers' questions and when talking about their work. This was observed in a literacy lesson when Year 2 pupils used the prefixes 'dis' and 'mis' to add to 'root' words, such as suggesting misread was the opposite of read and disappear was the opposite of appear. Where teaching is good, pupils listen attentively and join in discussions enthusiastically, such as when pupils in the Year 1/2 class suggested words such as 'spooky', 'gloomy' and 'scary' when describing the wood in the book 'We're Going On A Bear Hunt'. Pupils' standards of attainment in speaking and listening are also on track to be in line with national expectations at the end of Year 6. Pupils in Years 3 and 4 confidently suggest alternative words to eat suggesting 'gobble', 'chew' and 'munch'. However, lower attaining pupils find difficulty in finding alternative words to suggest ways of

walking, such as 'plodding' and 'limping', even though they are given a list of suitable words. Year 5 pupils were observed making good suggestions to complete a whole class simile poem about eating a banana. Noteworthy contributions were 'A banana is yellow like a row of buttercups swirling in the breeze' and 'Opening a banana is like drawing back the curtains on a hot sunny day'. Pupils in Year 6 answer their teacher's questions confidently when identifying the subject and object of a sentence but are less certain when identifying the active and passive voice in different pieces of writing. However, through good questioning by the teacher, they begun to realise that this is affected by the word order within a sentence and whether the subject acts or is acted upon. Pupils are generally confident that whatever they say their contributions will be listened to and valued and are, therefore, never afraid to answer questions even when unsure they are right. The literacy hour provides good opportunities for pupils to listen carefully and the emphasis that the teacher puts on encouraging active listening has a positive impact on this aspect. Overall pupils' ability to express themselves is satisfactory and they understand and use specific vocabulary, such as 'phoneme', 'adjective' and 'adverb' with confidence. Pupils of all abilities make satisfactory progress.

90. The school gives a high priority to the teaching of reading. Pupils are regularly heard to read individually by teachers, learning support assistants and voluntary helpers. Parents are fully involved in promoting reading through the use of the home to school reading diaries. Consequently, pupils' standards of attainment are above national expectations in Years 2, 3 and 4. Pupils' standards of attainment in Years 1, 5 and 6 are in line with national expectations. These year groups contain a high proportion of boys and also pupils listed as having special educational needs. Pupils in all year groups make satisfactory progress overall and sometimes their progress is good.
91. Most Year 2 pupils enjoy reading and use a variety of strategies to read unfamiliar words, such as context, picture clues and their developing knowledge of the sound/symbol relationship of individual and group letters. Higher attaining pupils read a range of texts confidently and fluently and are not baffled by more unusual words, such as 'enormous'. Most pupils express their opinion of a particular book with confidence and know how to use the contents or index pages of a reference book to find relevant information. In discussion they had no particular likes or dislikes about certain types of book or authors but expressed the opinion that they tend to enjoy the book they are reading at the time.
92. In Years 3 and 4 most pupils read a range of fiction and non-fiction books confidently and fluently. Higher attaining pupils do so with expression. Most pupils are beginning to express a liking for particular authors, such as David Keating or Dick King Smith, and talk knowledgeably about what they have read. One pupil reading 'Lost In The Park' commented that he wouldn't like to be in the back of a police car because some people might think that he'd done something naughty! The majority of pupils know how the library classification system works and are able to find their own books when researching information. Some pupils in Year 5 read with expression and confidence and can talk about books such as Michael Morpurgo's 'The Butterfly Lion'. Many pupils lack expression when they are reading and stumble over and mispronounce words such as 'basin' and 'artist'. Many pupils are so busy decoding unknown words that they fail to gain the meaning of what they are reading. Pupils are making satisfactory progress in relation to their previous attainment. The many pupils with special educational needs receive extra support in reading from experienced and good quality learning support assistants. Year 6 pupils enjoy reading and choosing their own books. They talk knowledgeably about what they have read and average and higher attaining pupils read fluently and expressively and are beginning to use

inference and deduction to understand the author's intention beyond the literal meaning of the words used. Lower attaining pupils demonstrate a satisfactory sight vocabulary but tend to ignore punctuation and, therefore, sometimes lose the meaning of what they are reading.

93. Standards in writing by the end of Year 2 are on track to be in line with national expectations. Most Year 2 pupils compose short pieces of writing using correctly punctuated sentences. Their spelling is satisfactorily developed as they spell simple words correctly and make plausible phonic attempts at more difficult words, such as 'brigis' for 'bridges' and 'veshdabals' for 'vegetables'. However, teacher's expectations of the amount of work pupils are expected to complete each lesson are sometimes too low. A scrutiny of the work completed so far this term by three Year 2 pupils of different abilities shows that the lower attaining pupil has completed more work than those pupils of greater ability. Their work is often short and unfinished and there is no evidence of more extended story writing. Although a great deal of work completed by the lower attaining pupils has consisted of completing worksheets, the exercises are relevant to the ability of the pupil and also contain an extended piece of writing recounting the story of the book 'Handa's Surprise'. Overall pupils are making unsatisfactory progress. Pupils are given too few opportunities to write at length.
94. Most pupils in Year 1 are beginning to form their letters correctly and spell some common words for themselves. They are not able to construct sentences for themselves as yet but can do so with adult support. A few higher attaining pupils write simple sentences and punctuate them correctly. However, there is a tendency to use too many worksheets rather than providing free writing sessions.
95. In Year 5 and 6, pupils have completed an appropriate amount of work this term and have had experience of writing in a range of different formats, such as stories, book reviews and play scripts. Pupils have made sound progress as the marking of their work is of good quality and frequently informs them of how they could improve. However, their writing lacks sufficient description or extension of the story plot and characterisation. The teacher's use of story plans and redrafting of work is beginning to improve their overall low starting point at the beginning of Year 6. Pupils' spelling skills are low and many pupils, including the more able, misspell words such as 'arrive', 'new' and 'everyone'. Standards of presentation are unsatisfactory. Although many pupils, including those in Years 3 and 4, are able to join their writing, many pupils do not take care when presenting their work or show pride in the finished piece. Few displays of pupils' work celebrate their efforts and this does not sit well with the school's declared endeavours to improve the standards of pupils' writing. This is a current target in the school's development plan. The school's tracking records show that a significant minority of pupils have made unsatisfactory progress since the end of Year 2.
96. Pupils with special educational needs make good progress in relation to their individual education plans as a result of the good support they receive in lessons from learning support assistants. Work is generally well adapted to meet their individual needs and assistants make frequent use of praise and encouragement to ensure that pupils complete the tasks they are set and this has a positive impact upon the standards they achieve.
97. The quality of teaching is good in the Years 1/2 and Year 6 classes and satisfactory elsewhere. There was one instance of unsatisfactory teaching. Teachers have a sound understanding of the National Literacy Strategy and generally plan appropriate work for pupils to complete. Greater adaptation of work is provided for less able

pupils and those with special educational needs but this is not always evident in the work of average and higher attaining pupils. Teachers do not consistently make known their expectations of what pupils should achieve in lessons and this leads to some underachievement in writing. Good use is made of praise and encouragement to motivate pupils but sometimes this is misplaced and does nothing to improve the quality of pupils' work. Generally, pupils are well managed by teachers and good use is made of learning support assistants. In the one instance of unsatisfactory teaching, the teacher made few demands of the pupils and, as a result, they achieved little by the end of the lesson. In the better quality lessons, teachers make clear their expectations of what pupils should achieve and maintain a good pace throughout sessions. Consequently, pupils make good progress in their learning. For example, in a Year 6 literacy lesson the teacher successfully encouraged pupils to identify the passive or active present tense by challenging pupils to identify 'What method was used to do it?', 'Who did it?' and 'What was used to do it?'. There was a brisk pace to all parts of the lesson and pupils made significant gains in their understanding. In the good quality lessons, teachers show an enthusiasm for English which has a positive effect on pupils' confidence and interest. The marking of pupils' work is generally supportive and in the best examples indicates ways in which individual pupils could improve their work. Satisfactory use is made of pupils' developing word-processing skills to communicate their ideas and express their opinions.

98. Subject management is satisfactory. The co-ordinator has been in post for one year and monitors the school's progress towards meeting the writing targets in the school development plan by monitoring pupils' work. She has not monitored any teaching and, consequently, has little up-to-date information on how well her colleagues teach the skills of writing. If the school is to succeed in improving standards of writing then greater monitoring of teaching and learning will be necessary. Resources for the subject are satisfactory. The school has an adequate range of fiction and non-fiction books and these are satisfactorily displayed in the well-organised school library.

MATHEMATICS

99. Inspection evidence indicates that standards overall are on track to be above national expectations by the end of Year 2 and in line with them by the end of Year 6. The school has improved the attainment of its higher attaining pupils in Year 6 during the last year. There is no difference in the performance of boys and girls.
100. The 2002 National Curriculum test results show pupils' standards of attainment at the end of Year 6 to be in line with the national average when compared to all schools and similar schools. There was no difference in the performance of boys and girls. Test data shows that progress in terms of prior attainment at the end of Year 2 is unsatisfactory as it was in 2001. Overall levels of attainment are influenced by the number of pupils with special educational needs in different year groups and these vary across the school. The 2002 National Curriculum test results at the end of Year 2 show that pupils' standards of attainment are well above the national average compared to all and similar schools. This represents an improvement in standards since the last inspection when standards were judged to be average. Generally girls and boys perform similarly.
101. The implementation of the numeracy strategy is having a positive effect on standards. It provides good coverage of different aspects of numeracy and enables problem solving skills to be taught alongside knowledge. The lesson format ensures pupils have regular practice at mental calculation skills and teachers use the plenary to check whether the lesson objective has been achieved. Medium term and daily

lesson planning from the numeracy strategy is raising teachers' expectations in Years 3, 4, 5 and 6. Higher attaining pupils in Year 4 are working from Year 5 objectives. A published mathematics scheme provides a structure to deliver mathematics at an appropriate level in Year 1 and 2.

102. In Year 1, average and higher attaining pupils add and subtract to ten, consider patterns between addition and subtraction, and estimate and measure using their own choice of unit. They use mathematical vocabulary accurately in a range of contexts such as number, length and shape. Less able pupils find ways to make amounts less than ten by adding two numbers such as $2+4=6$. They subtract smaller amounts and use vocabulary such as 'shortest' and 'longest' when comparing length. By Year 2, pupils use quick recall of addition and subtraction facts to ten, practise adding and subtracting to 20, recognise odd and even numbers and write and sequence numbers to 100. Average and higher attaining pupils learn the two, five and ten times table. They discuss their work using mathematical vocabulary and begin to solve word problems confidently.
103. By Year 6, pupils reach expected levels. All pupils use grid multiplication to multiply. Average pupils and below average pupils multiply three digit by one digit numbers while higher attaining pupils multiply four digit by two digit numbers. Good use is made of estimation. Pupils work hard to improve their mental calculation skills and are developing their own strategies for problem solving. In Years 3, 4 and 5, pupils are developing knowledge and skills systematically alongside problem solving.
104. Inspection evidence indicates that overall pupils continue to make satisfactory progress. Higher attaining pupils are now making satisfactory progress. This is an improvement since the last inspection. However, some groups of pupils make less progress than expected. Steps taken to provide intensive support have taken place but this has been ineffective.
105. In the short time she has been in post the new mathematics manager has correctly identified average and just below average pupils in Year 5 and Year 6 as those who are not making sufficient progress. She has identified strategies to address this issue such as delivering Springboard 5 and booster classes, but as yet there is no means of implementing these changes quickly. Pupils with special educational needs and English as an additional language do well because of the good support provided by learning support assistants. However, there are very few individual education plans with precise targets for pupils with special educational needs in mathematics.
106. Teaching is satisfactory overall, but it could be better. A third of the teaching seen was good. There was no unsatisfactory teaching or very good teaching observed. All teachers manage pupils well in lessons and praise their efforts.
107. Successful teaching takes place when teachers have good subject knowledge and use appropriate teaching methods. For example, when a Year 1 teacher demonstrates counting on three from a number with her fingers, she starts with an easy example. Soon the pupils are counting three more than 84. The teacher demonstrates counting 85, 86, 87 and extends the learning by making a sentence, "87 is three more than 84". Good use is made of a 100 square to consolidate learning. Another example is when Year 6 pupils are challenged to draw different quadrilaterals from properties the teacher is describing. The use of whiteboards helps the teacher assess pupils' work and check understanding of terms like 'parallel' or 'adjacent' quickly.

108. Less successful lessons lack pace. Teachers expect all pupils to wait while they ask individual questions or ask pupils to copy down information from discussions. In some lessons there is an over reliance on worksheets. The quality of learning reflects the quality of teaching. It is satisfactory overall but good in the better lessons. For example, pupils in Year 6 are very motivated when asked to identify a shape as it was slowly revealed. They are challenged because the teacher makes them give reasons for their choices. Generally, pupils are interested in mathematics and concentrate well when given the opportunity to solve problems or take an active part in the lesson. Pupils work well in groups and this improves their personal development
109. The monitoring and evaluation of pupils' work mean that areas for development have been correctly identified and effectively addressed. Improving pupils' problem solving skills is a current target for improvement. Pupils' skills in knowing their multiplication facts have been improved.
110. The new mathematics manager provides good leadership and management. The changes she has implemented have already begun to impact on standards especially in Years 3, 4, 5 and 6. A more effective way to assess and record progress using key objectives has been implemented and this should help teachers plan more effectively and then track individual progress. Training is planned to improve teachers' subject knowledge and increase the range of teaching strategies. Resources are adequate but some classrooms lack mathematical displays or resources which support mathematical understanding. Information and communication technology is used effectively to promote pupils' numeracy skills and homework is provided to consolidate what pupils have learned in school.

SCIENCE

111. Evidence from observing lessons, scrutinising pupils' books, examining teachers' planning and discussions with teachers and pupils shows that pupils' attainment is on track to be in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the previous inspection for pupils aged 11 but lower for pupils aged seven. All pupils, including those with special educational needs, are achieving satisfactorily.
112. The results of the 2002 teacher assessments at the end of Year 2 were in line with the national average for all schools and above average in comparison with similar schools.
113. Pupils in Key Stage 1 make satisfactory progress and achieve appropriately. The work in their books shows that the National Curriculum Programmes of Study are being covered satisfactorily and sufficient emphasis is being placed upon developing pupils' understanding of the investigative process. By the age of seven, pupils have an understanding of the properties of materials. They know about living and non-living things and recognise that different living things are found in different places.
114. The results of the 2002 National Curriculum tests for pupils at the end of Year 6 are average. They show a small drop from 2001 to 2002 but when compared with pupils' prior attainment at the end of Year 2 progress appears satisfactory. However, these results must be treated with caution. The trend in national test results is falling. Standards dropped significantly from 2000 to 2001. Examination of pupils' work from the 2001-2002 Year 6 shows that most of it was the national assessment papers from 1998 to 2001 and other similar worksheets. There is very little evidence to

demonstrate pupils' understanding of science or their ability to carry out investigations. Examination of the work of the current Year 6 cohort shows that this problem appears to have been addressed. More original work is present in pupils' books and the work is of a satisfactory standard. Discussions with pupils show that investigative skills are developing appropriately. Examination of pupils' books in other classes in Years 3, 4 and 5 supports the judgement that pupils are making satisfactory progress. Pupils understand life processes and living things. They understand what a food chain is and what a plant needs in order to grow. Pupils have a satisfactory knowledge of the human body and they understand about the different properties of various materials.

115. Pupils' understanding of the investigative process is developing and is satisfactory. However, the way in which pupils record the results of investigations is unsatisfactory. Work in some books is incomplete and much of the work examined was very poorly presented. This makes it difficult to follow through the process of an investigation. Some teachers are not marking effectively and the unsatisfactory standard of presentation that is accepted is neither supporting the development of literacy skills nor encouraging pupils to value their work. It appears from the examination of pupils' books that insufficient attention is given to monitoring the quality of teaching and learning in science.
116. The quality of teaching is satisfactory overall. It was unsatisfactory in one instance. Generally teachers manage pupils well. They give clear explanations and question pupils appropriately to ensure that they gain skills, knowledge and understanding. Teachers' planning sets out what it is they wish the pupils to learn by the end of lessons but these outcomes are not always shared with the pupils. Where teaching is unsatisfactory, the activities provided are not appropriate to the learning objective.
117. The subject manager has only held the post for a short time. Through attendance on suitable courses a range of advice has been gathered to support the development of investigative skills and a sound programme is being put in place. Resources to support teaching and learning are satisfactory. Pupils' progress is tracked closely through regular assessments of their attainment.

ART AND DESIGN

118. Pupils' standards of attainment in art are on track to be above national expectations at the end of Year 2 and Year 6. Standards have been maintained since the last inspection. It was only possible to observe a limited amount of teaching in art during the inspection but additional evidence was obtained from examination of pupils' previous work, photographs and displays in classrooms, corridors and the school hall.
119. Pupils in Years 1 and 2 acquire skills in a systematic manner that supports their learning well and is responsible for the good achievement. The skills are taught well; for example, in a lesson on portraits great care was taken by the teacher to ensure that pupils looked very carefully at the composition of the portrait. These skills are extended further in Years 3, 4, 5 and 6 where pupils use a wide range of media successfully to produce work of good quality. An example of this is the high quality work on 'People in Action'. These pictures show a good understanding of techniques and demonstrate clearly the way in which pupils' skills develop through the school. Pupils enjoy art activities.
120. Sketchbooks are used throughout the school, and, together with photographs, enable

a record to be kept of pupils' progress. Suitable opportunities are taken in this subject to develop pupils' cultural development although not enough opportunities are taken to present art from a wide range of cultures.

121. The leadership and management of the subject are good. The subject manager is knowledgeable and provides good support for colleagues. She monitors standards through sampling pupils' work, particularly in Years 2 and 6. No monitoring of teaching and learning has taken place. The school makes use of the nationally recommended scheme of work to ensure progression in the teaching of art skills and techniques. Resources for the subject are satisfactory and include posters of the work of famous artists. Information and communication technology art programs are used appropriately to develop pupils' skills.

DESIGN AND TECHNOLOGY

122. Standards in design and technology at the end of Year 2 and Year 6 are in line with those normally found among pupils of this age. This is an improvement since the last inspection where standards were below national expectations.
123. On the basis of discussion with the subject manager, the scrutiny of work and lesson observations it appears that all pupils, including those with special educational needs or English as an additional language, make satisfactory progress. This is also an improvement since the last inspection due largely to the school's implementation of the national guidance for design and technology which ensures all aspects of the subject are covered. Pupils develop knowledge, skills and understanding through a process of planning, making and evaluating products.
124. Expectations of pupils' achievement by some teachers are low because of lack of confidence. The school has correctly identified the need to provide training to improve subject knowledge so teachers are confident to teach appropriate making skills and organise lessons effectively.
125. By the end of Year 2, pupils plan, make and evaluate products. For example, they make simple pneumatic systems using syringes to control movements and apply these skills when making monsters that move. These monsters are well made. Parents or teaching assistants provide sound support for groups of pupils during the making stage. However, these pupils miss other lessons because they are withdrawn from the class.
126. In Years 3, 4, 5 and 6, pupils continue to develop their understanding that designs have to meet a variety of different needs. Year 4 pupils discuss the different types and uses of lighting. Year 5 pupils understand that different types of shelter are used for different purposes. By Year 6, pupils produce detailed labelled sketches to communicate ideas about footwear design. They speculate on the reasons for choices of material, design and who might wear them. For example, a pupil comments on a child's towelling slipper, "The material is stretchy so it's better because it lasts longer, while your feet are growing".
127. No lessons were seen in Years 1 and 2 so no judgement can be made on teaching. Teaching is satisfactory in other year groups. One out of the three lessons seen was good. Planning was good in all lessons and pupils were well managed. In the better lesson the teacher used questioning to challenge pupils' thinking. Pupils are interested in design and technology and concentrate well when working individually or in groups.

128. The subject manager provides satisfactory leadership and management. She recognises her own need for training as well as that for other teachers. Resources have been improved since the last inspection and are now just about adequate. The food technology area has been refurbished. Pupils and teachers provide toys and objects which can be evaluated at the start of projects because the budget for resources is very small. Parents provide reasonable support for pupils. Procedures for assessing pupils' work are acceptable. Assessment does not help teachers to plan individual pupils' learning because its use is inconsistent. Monitoring of the subject is at an early stage and has not yet satisfactorily identified weak areas in learning. Due consideration is given to health and safety issues in lessons.

GEOGRAPHY

129. Standards have improved since the last inspection. On the basis of the work scrutiny, displays and talking to pupils and staff it is evident that standards of attainment for pupils are now broadly in line with national expectations for pupils aged 11. The school has introduced the Qualification and Curriculum Authority guidance for geography and this ensures all aspects of the curriculum are covered reasonably well. Standards remain satisfactory for pupils aged seven. All pupils make satisfactory progress.
130. By the end of Year 2, pupils know about the local area, use appropriate geographical vocabulary and are developing an awareness of other places. They draw quite detailed sketches of their own houses and locate them on a map of Claverham. They ask questions about journeys to school, draw maps to show the things they pass on the way and carry out a survey of how children travel to school. Good links are made to numeracy when results are recorded in a graph. They know about places outside Claverham and are beginning to know the names and locations of some countries around the world. In a study of Africa, pupils compare the houses people live in with their own. However, from the work seen it is clear that more able pupils are not always challenged to justify their observations or to discuss similarities and differences in sufficient detail.
131. By the end of Year 6, pupils have reasonable knowledge, understanding and skills. They use maps of differing scales to locate countries, mountain ranges and cities in Britain and around the world. When comparing different localities more able pupils in Year 6 offer reasons for changes in the development of places. They note that Llandudno and Claverham both began as agricultural areas but Llandudno developed into a tourist area because local miners took their families there on holiday during the Victorian era. Pupils have adequate geographical skills, for example, using contour lines to show mountains and hills on maps.
132. Opportunities to develop geographical enquiry skills have improved since the last inspection. There are more opportunities to study issues such as traffic in Year 5. Pupils also use pictures, photographs, books and worksheets to find out about places and processes. Improvements have also been made in the use of information and communication technology in geography. For example, in Year 6, pupils find information about places from websites and produce weather reports as part of a study of weather conditions.
133. No lessons were seen during the inspection as the school is focusing on history this half-term. Consequently, no overall judgement on the quality of teaching has been made. However, work in pupils' books indicates that teaching is variable. Sometimes

teachers do not expect pupils to produce sufficiently detailed observations or comparisons. Marking does not always help pupils to know what they need to do to improve.

134. The new subject manager provides satisfactory leadership and management. In a short time she has begun to get an overview of the subject by talking informally to teachers, monitoring displays, resources and looking at pupils' work. Resources are satisfactory overall. The manager has correctly identified the need to update and match resources to particular study units. Teachers assess work and pass on information to other teachers. The subject makes a satisfactory contribution to pupils' knowledge and understanding of other countries and ways of life.

HISTORY

135. Evidence from lessons, the sample of work and talking to pupils indicates that standards remain satisfactory for pupils aged seven. Standards for pupils aged 11 have risen since the last inspection and are in line with national expectations. There is better coverage of different aspects of the subject across the school and a wider range of teaching methods. This represents reasonable improvement since the last inspection. All pupils now make satisfactory progress.
136. By the end of Year 2, pupils sequence events such as the Great Fire of London. They start to make comparisons between the past and present, for example when comparing their own games and those played by Roman children. They understand reasons why events happen such as the Romans leaving Britain and ask questions about fact and fiction in the story of King Arthur. Pupils use a variety of different sources of evidence to find out about the past beginning in Year 1 with their own memories.
137. Pupils in Year 3 and 4 continue to develop a sense of chronology, using timelines to locate different time periods such as the Romans in the past. By Year 6, pupils use a wide range of terms such as century, decade, A.D. and B.C. to describe the passage of time and make appropriate use of dates to order events chronologically. This is an improvement since the last inspection.
138. Pupils develop enquiry skills through regular access to different sources. However, sometimes these are not appropriately matched to pupils' abilities. For example, written sources are too difficult when pupils consider different interpretations of Boudicca's revolt against the Romans. Year 5 use a range of sources including artefacts and websites to find out about life in ancient Greek times but more able pupils are not challenged to link information from a variety of sources. By the end of Year 6, pupils can compare different periods in the past with the present and recognise changes over time. They compare the lives of different people during a particular period such as rich and poor in Victorian times.
139. Teaching is satisfactory overall and in one out of four lessons was good. The management of pupils is good in all lessons. In the best lesson the teacher made learning interesting by providing challenging activities. Pupils worked well in mixed ability groups to sort a wide range of time vocabulary into a timeline, justifying their choices as there was no 'right' answer. The task also provided the teacher with good opportunities to assess pupils' learning. As a result, less able pupils who thought A.D. meant 'After Death' learnt that it meant Anno Domini, Latin for 'After Christ'. In

less successful lessons, the pace of learning slows because teachers expect pupils to sit for too long listening to introductions or use too many worksheets which do not extend pupils' thinking. Pupils' attitudes to history are satisfactory and reflect the teaching. In the better lessons, pupils show more enthusiasm for the work.

140. The leadership and management of the subject are satisfactory. The manager has good subject knowledge and his enthusiasm is shared by other teachers. His role at present is underdeveloped as he admits to having no secure grasp of standards pupils are achieving. He manages a small budget for resources but very little monitoring and evaluation of standards, particularly of teaching, take place. The Qualification and Curriculum Authority guidance provides adequate support for teachers. Assessment of pupils' work is at an early stage and is not yet successfully used to meet the needs of pupils in different classes. Overall, resources are satisfactory. The subject makes a satisfactory contribution to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. At the end of Year 2 and Year 6, pupils' standards of attainment are broadly in line with those expected for their ages. This is an improvement since the last inspection when pupils' attainment was unsatisfactory. Pupils make satisfactory progress in all aspects of the subject except sensing physical data as the school does not have access to equipment for teaching this.
142. Pupils in Year 2 give instructions to make a programmable toy follow a given path and negotiate a simple maze. They work well together in reminding others of the need to clear the toy's memory before entering their own instructions. Although some pupils are still a little confused about left and right, they use their mathematical knowledge to enter 90 when they wish the toy to make a right turn. Pupils are developing their word-processing skills appropriately as they compose short pieces of writing, such as when writing 'My Little Monster' poems to accompany their work in design and technology. Pupils show confidence when changing font size and type to suit a particular format, such as a poster or newspaper headline. Good use is made of information and communication technology to support pupils with special educational needs, such as when a small group of Year 2 pupils used a computer program to help them with their reading of simple three letter words, such as can, man and fan.
143. Pupils in Year 6 work together well when developing Power Point presentations using text, sound and pictures to convey information. Their teacher's good subject knowledge ensures pupils make good progress as they choose suitable sounds to accompany a particular slide picture or present text in an interesting and attention grabbing manner. Most pupils are confident when accessing programs for themselves and demonstrate good co-ordination when operating the 'keyboard' or 'mouse'. They show confidence when adding, amending and combining a range of information from different sources. They work satisfactorily with spreadsheets, expanding cells and column widths when entering information about the Christmas party shopping list. Teachers' clear explanations ensure pupils understand what they have to do and know how to go about their tasks.
144. Standards are rising due to the better facilities available to pupils and the timetabling of one literacy and one numeracy session for each class in the computer suite each week, as well as one discrete lesson in developing pupils' information and

communication technology skills. However, it would seem that some classes are not always using this time. Some pupils said that they had been in the computer suite only once or twice this term. Pupils in Years 3 and 4 were seen importing clip-art images into their work. Higher attaining pupils were able to change the size of these images on the screen and move them into different positions to suit their writing. Year 5 pupils were observed accessing websites on the Internet to find information linked to their work on solids, liquids and gases in science. However, the work could have been made more challenging for more able pupils by being adapted to suit their needs more closely. Good support is given to pupils with special educational needs by learning support assistants who ensure that pupils work at their own level. For example, one assistant was observed supporting two Year 6 pupils who worked well at a 'Maths Invaders' exercise and were challenged to beat the clock as they worked. A pupil at an early stage in the acquisition of English was supported well by the teacher's use of his home language when giving him instructions.

145. The quality of teaching and learning is satisfactory. The main strengths of the teaching of the different year groups seen are that staff know the programs that they use well, and have a clear idea about what they want pupils to learn and how this will be achieved. Lessons are well organised so that all pupils have equality of opportunity to handle computers. The pace of lessons is satisfactory and work set is generally challenging for pupils of different abilities.
146. Management of the subject is good. The subject manager provides informal advice and support to her colleagues and has monitored the teaching of some of her colleagues. She spends a considerable time providing technical support in ensuring that all computer hardware is functioning correctly and that staff know how to use the available software. Training funded by the government has increased teachers' confidence, knowledge and understanding of computer skills significantly since the last inspection. The good support given by the subject co-ordinator to her colleagues has had a good effect on the progress that pupils make. Resources for the subject are good.

MUSIC

147. By the end of Year 2 and Year 6, pupils' standards of attainment are in line with national expectations for pupils of these ages. Pupils enjoy their music making activities and make satisfactory progress. The satisfactory standards noted at the time of the last inspection have been maintained.
148. By the end of Year 2, the majority of pupils sing a range of songs from memory. They sing enthusiastically and most demonstrate correct pitch and an appreciation of melody. They are beginning to follow phrasing in songs and to hold a note when required. As was observed in a Years 1/2 lesson, pupils listen attentively and behave well as they use percussion instruments to accompany songs sung by their class. Pupils handle instruments appropriately and know the names of common percussion instruments.
149. By the end of Year 6, pupils sing a range of songs showing correct pitch and phrasing. They enjoy singing exciting melodies such as 'Living and Learning' during school assemblies. Pupils in Year 5 were observed making up school verses to the tune 'What Shall We Do With The Drunken Sailor'. In a very good lesson observed in the Years 3/4 class, the music 'Tubular Bells' was used effectively to enable pupils to clap a complicated repeating rhythm. Good use was made of word rhymes, such as 'Wibble wobble, wibble wobble, jelly on a plate', to extend pupils' rhythm work.

Generally, pupils respond well to music. They enjoy singing but there is some silliness evident amongst a small group of pupils when carrying out instrumental work.

150. The quality of teaching and learning is satisfactory and varies from very good to satisfactory. In all the lessons observed, teachers had a good understanding of the curriculum and provided a range of appropriate activities to develop pupils' music skills and appreciation. Generally, teachers manage pupils well and make good use of praise and encouragement in ensuring that pupils enjoy their music making activities.
151. The subject manager has only been in post a short time and has yet to make an impact on the subject. He does not monitor teachers' planning or monitor and evaluate the quality of teaching and learning in the subject. Therefore, the management of the subject is underdeveloped. The school is implementing the Qualification and Curriculum Authority's recommended guidelines for the teaching of the subject and all aspects of the National Curriculum are taught. Pupils have access to a range of peripatetic musical instruction and a minority of pupils are learning to play a musical instrument. Resources for the subject are satisfactory, including those which celebrate different cultures.

PHYSICAL EDUCATION

152. Pupils' standards in physical education at the end of Years 2 and 6 are in line with national expectations. Pupils make satisfactory progress overall but progress in Year 1 and Year 6 is good. Standards have been maintained since the last inspection.
153. Year 2 pupils show sound control when running, jumping and stopping and in combining a short sequence of simple movements. In dance, some pupils show imagination and grace as they act out scenes from 'The Sleeping Beauty' and move to the music of Tchaikovsky. Many pupils are initially embarrassed and consequently their movements are wooden. However, they improve as the lessons progress and grow in confidence. They work together satisfactorily in pairs and small groups. All pupils respond well to instructions and commands. Year 1 pupils move confidently and fluently as they travel in a variety of ways using their hands and feet. They are confident when using apparatus, such as boxes and benches, and listen very attentively to their teacher when receiving instructions. Most pupils show good control and co-ordination. Overall, Year 1 pupils demonstrate above average attainment for their age.
154. Pupils in Year 6 are on track to achieve national expectations in all aspects of the subject. They show satisfactory skills in catching and throwing and are beginning to demonstrate accuracy when aiming a ball at a target, such as a net. They are developing appropriate strategies for attacking or defending in invasion games, such as running into space and indicating secretly the direction to which they want the passer to pass the ball. Pupils show appropriate skills, such as side-stepping and feinting, when trying to lose an opponent.
155. The quality of teaching is satisfactory overall and varies from good to unsatisfactory in one instance. It was good in the Year 1/2 and Year 6 classes. All teachers give suitable emphasis to safety issues and manage pupils appropriately so that they are aware of others and the space around them during physical activities. The majority of teachers have a sound understanding of the National Curriculum and plan an appropriate range of activities for their classes. They make effective use of warm-up

activities to prepare pupils for physical activities and to calm them down ready to return to their classrooms. In the better quality lessons, teachers successfully ensure a brisk pace to pupils' work and provide constant reminders to them of how they can improve their performance. They have high expectations of what pupils can achieve. Where teaching is unsatisfactory, the activities provided are inappropriate for the ages of the pupils and do not ensure that progress is made in physical skills and strategies. All teachers make appropriate use of pupil demonstrations to improve other pupils' performance and to spread good ideas.

156. The subject manager has only been in post since September and has yet to make a significant impact on the subject. She provides informal advice and support to her colleagues who ask for it and is aware of colleagues who need support in teaching the subject. Pupils are given frequent opportunities to learn to swim and the majority of pupils can swim 25 metres by the time they leave the school. Resources for the teaching of physical education are satisfactory. However, at present there are insufficient large netball/footballs for whole class use.

RELIGIOUS EDUCATION

157. It was only possible to observe a small amount of teaching in religious education. Examination of pupils' previous work and discussion with pupils indicates that attainment is in line with the expectations of the locally agreed syllabus at the end of Year 2. This is lower than at the time of the last inspection. Too little evidence was available to make a secure judgement about pupils' attainment at the end of Year 6.
158. Year 1 and 2 pupils cover the basic elements of Christianity together with some work on Hinduism and Islam. The majority of the work is on Christianity and by the age of seven pupils know the basic feasts of the Christian church and some of the gospel stories. In Years 3, 4, 5 and 6 a great deal of the work in pupils' books consists of worksheets, some of which are quite undemanding. A lot of the work is undated and much work is carried out through discussion. This makes it difficult to assess pupils' progress and some of the work is poorly presented, limiting opportunities to use pupils' literacy skills. Some good quality work was observed in a lesson where the oldest pupils visited the local church. This lesson was well delivered and in addition to increasing pupils' religious knowledge and understanding it made a good contribution to their spiritual, moral and social development. However, the unsatisfactory progress seen in the books of junior pupils and the uncertain knowledge of those pupils spoken to makes it difficult to see how the requirements of the locally agreed syllabus can be met at age 11 this year. No secure assessment procedures are in place in this subject to enable progress to be monitored and therefore planning cannot be based upon what pupils already know, can do and understand. This limits opportunities for improvement.
159. Following the last inspection, the headteacher introduced a new scheme of work for religious education. A new locally agreed syllabus was introduced two years ago but the school has yet to implement this. The evidence from pupils' books indicates that insufficient attention is given to the monitoring and evaluation of teaching and learning. A new subject manager has been in post since the beginning of term and is aware of the need to implement the locally agreed syllabus and monitor the quality of teaching and learning.