

INSPECTION REPORT

ST JOHN THE EVANGELIST CE PRIMARY SCHOOL

Clevedon

LEA area: North Somerset
Unique reference number: 109274

Headteacher: Mr D Lindley

Acting Headteacher at the time of inspection:
Mr T Hurcum

Reporting inspector: Mrs P C Cox
19178

Dates of inspection: 3 – 6 March 2003

Inspection number: 246906

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Fosseway Clevedon Somerset
Postcode:	BS21 5EL
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Mr A Pickard
Date of previous inspection:	2 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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19178	Mrs P C Cox	Registered inspector	Art and design	The school's results and achievements How well pupils are taught Educational inclusion
9086	Mrs R Watkins	Lay inspector		How well the school cares for its pupils How well the school works in partnership with its parents
22856	Mrs K Campbell	Team inspector	Mathematics Music Areas of learning for children in the Foundation Stage	How well the school is led and managed
10204	Mr D Vincent	Team inspector	Science Physical education	The quality of the curricular and other opportunities offered to pupils Special educational needs
32401	Mr N Minns	Team inspector	Information and communication technology History Geography	Pupils' attitudes, values and personal development
27240	Mr W Hooper	Team inspector	English Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John the Evangelist CE Primary School is situated in the seaside town of Clevedon, south of Bristol. The school is larger than the majority of schools: there are 279 pupils from the ages of four to 11 on roll. Almost all pupils are of white ethnic heritage and all have English as their first language. Five per cent of pupils are entitled to free school meals, a proportion lower than the national average. Around 25 per cent of pupils have been identified as having special educational needs; a proportion broadly similar to the national picture. These pupils have a range of needs, mainly specific learning difficulties, emotional and behavioural problems, and speech and communication needs. One pupil has a statement of special educational needs. The level of children's attainment when they start school is above that expected for their age. The school holds the Investors in People Award.

There has been significant staff turnover over the past two years and the headteacher and deputy headteacher are both on long-term leave.

A team from the diocese has carried out the inspection of collective worship and provision for religious education.

HOW GOOD THE SCHOOL IS

The school provides its pupils with a sound quality of education. Standards are high at the end of Year 6 in mathematics and science, although they are lower than they should be in English. Teaching is sound, with some good features, however, the school does not ensure that all the pupils have equal access to the curriculum. The pupils' attitudes and behaviour are very good because the school provides well for their personal development. Overall, leadership and management are satisfactory and the school provides sound value for money.

What the school does well

- The pupils achieve well in mathematics and science at Key Stage 2¹ and in physical education at Key Stages 1² and 2.
- The school provides well for the pupils with special educational needs at both key stages and, consequently, they make good progress.
- The provision for pupils' moral and social development is very effective and, as a result, their behaviour, attitudes and personal development are very good.
- The school has strong links with the parents of its pupils and they make a significant contribution to its life and work.

What could be improved

- Standards are not high enough in English and design and technology at the end of Key Stage 2, in reading at the end of Key Stage 1, and in art and design at the end of both key stages.
- The curriculum is not designed well enough to ensure that the pupils build on their skills and abilities consistently through the school.
- There are some weaknesses in leadership and management because they do not provide a clear enough strategic view of the long-term direction for the school.
- The curriculum co-ordinators are not given full responsibility for raising standards in their subjects.
- There are insufficient resources in some subjects.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March 1998. At that time, many strengths were identified: pupils made good progress in many subjects; the quality of teaching, the curriculum, and leadership and management, were good. Two issues were identified for improvement. Due partly to the disruption caused by the long-term absence of the headteacher and deputy headteacher, the school has not made enough progress since then. The school has made

¹ Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

² Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

adequate progress in introducing assessment procedures and monitoring of teaching. However, the monitoring is not rigorous enough to have a significant impact, and the design of the curriculum still has weaknesses. Although standards are still high in some subjects, they have not been maintained in English, art and design, music, or design and technology. While the attitudes and behaviour of the pupils are even better than they were then, the school has not maintained the quality of teaching or the strengths of leadership and management.

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 ³
	2000	2001	2002	2002
English	B	A*	C	D
Mathematics	A	A	B	C
Science	C	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The test results at the end of Key Stage 2 have been above or well above the national average since 2000 in English and mathematics and in 2001 the results in English were in the highest five per cent nationally. However, after two years of rising results there was a significant dip in 2002, although the test scores in mathematics were still above average. There was a higher proportion of pupils in this year group with special educational needs. The results in science have risen and been maintained. Compared with the results of similar schools, the test results were above average in science; average in mathematics, but below average in English. The standards being attained by the pupils presently in Year 6 are similar to those in 2002 and have risen in mathematics. Attainment is well above the national average in mathematics and science, where the pupils do well, but average in English, where they do not do as well as they could. The school set realistic targets for the English results in 2002 and these were achieved. The more challenging targets for mathematics were not achieved. The targets for 2003 are high, and the pupils are on course to reach them in mathematics, but less likely to reach them in English.

The test results for the pupils in Year 2 have also been above or well above the national average in reading, writing and mathematics. In 2002 the results were similar to the national average in reading, above average in writing and well above in mathematics. The teachers' assessments in science indicated that pupils' attainment was well above average. Compared with similar schools, the results were average in writing, above average in mathematics but below the national average in reading. The pupils presently in Year 2 are working at an average level in reading, and above average in writing and mathematics. Their achievement is sound in writing and mathematics, but not in reading.

The pupils are attaining standards similar to those in other schools in information and communication technology and music at the end of both key stages and in design and technology at the end of Key Stage 1. In history and geography the standards are higher than is usual. Their achievement is sound in these subjects. In physical education they do well and standards are higher than is common. However, in art and design, at the end of both key stages, and in design and technology at the end of Key Stage 2, standards are lower than is usually seen and the pupils do not do as well as they could. The pupils with special educational needs achieve well and make good progress, but in English and some other subjects the more able pupils do not, because they are not catered for well enough.

The children in the reception classes make sound progress in all areas of learning and their attainment is higher than that usual for their age in their personal and social skills, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical development by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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³ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

Attitudes to the school	Very good. The pupils enjoy their lessons and try hard to do their best. They are eager to take part in activities and concentrate very well. The pupils are proud of their school and treat it with respect.
Behaviour, in and out of classrooms	Very good. The pupils behave maturely, and move around the school in a sensible, orderly way. The oldest often display excellent self-control, setting a very good example to the youngest.
Personal development and relationships	Very good. Relationships between pupils and with adults are very good and the pupils show considerable respect for others. The older pupils' ability to take the initiative and accept responsibilities is exemplary.
Attendance	Above average. The pupils come to school regularly and on time. However, some school time is lost through parents taking their children on holiday during term time.

TEACHING AND LEARNING

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

Teaching is satisfactory throughout the school, with some strengths. It was almost always satisfactory in all lessons observed and good or better in just over 60 per cent. This was the case in all key stages. However, little very good teaching was observed and this is reflected in other inspection evidence, such as the scrutiny of pupils' work. Teaching is sound in English. It is good in mathematics and science at Key Stage 2, and in science, information and communication technology and physical education at both key stages. The skills of numeracy are taught well and those of literacy are taught satisfactorily.

Teachers control and manage their classes very well. When the teaching is at its best, the pupils are inspired and involved by lively teaching and the teacher's good subject knowledge, and, consequently, they learn very well. In such instances, the teacher has secure subject knowledge and gives clear explanations so that the pupils know precisely what they have to do. The teaching is precise and the pupils have a good understanding of what they have learned.

There are, however, some weaknesses in the teaching. Teachers do not always use their assessments of the pupils' attainment frequently enough to set appropriate work for the range of age and ability in the class. Consequently, the work is sometimes too easy for the more able or too difficult for those less able.

The pupils with special educational needs are usually catered for well, but there are occasions when the more able do not receive work that is suited to their ability, particularly in English. Some pupils miss key parts of lessons in other subjects to receive additional support in English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate range of learning opportunities and ensures that statutory requirements are met. The curriculum for the children in reception is appropriate. However, the curriculum is not balanced well enough at Key Stages 1 and 2 in many subjects, because it does not build on the pupils' skills adequately through the school. Some pupils do not have full access to the curriculum. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good at Key Stages 1 and 2 and sound for the children in reception. There are suitable procedures for identifying pupils with special educational needs and they are provided with good levels of support in order to make good progress towards their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' moral and social development is very good, that for their spiritual development is good, and it is satisfactory for pupils' cultural development. However, the school does not provide enough opportunity for the pupils to learn about life in a multicultural society.

How well the school cares for its pupils	Good. The school takes good care of its pupils and ensures their well-being very well. The school does well in ensuring that there is racial harmony. Assessment procedures are satisfactory, although those for some subjects are not yet fully implemented.
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The school has a very close relationship with the parents of its pupils. They provide significant support, by helping in lessons and by raising large sums to provide additional resources. However, the reports provided for parents at the end of the year do not give them enough information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The acting headteacher has maintained the school's systems adequately this term and the senior management team provides sound support. The acting deputy headteacher did a competent job in successfully moving the school forward in the previous term. However, planning for improvement does not take a long-term strategic view. Subject co-ordinators are developing their role, but many are not yet enabled to take sufficient responsibility for raising standards in their subjects.
How well the governors fulfil their responsibilities	Good. The governors have effective methods for challenging the school in relation to the standards it achieves and have a clear understanding of the strengths and weaknesses. They are closely involved in the work of the school, giving it strong support. However, not all statutory requirements have been met.
The school's evaluation of its performance	Unsatisfactory. The monitoring and evaluation of standards and teaching is carried out regularly, but the evaluations are not rigorous enough. Consequently, the school does not have a clear enough view of the precise areas where improvement is needed.
The strategic use of resources	Satisfactory. The resources are used appropriately to meet the school's priorities and the financial management is good.

The school has suitable methods for ensuring that it gets the best value from its major decisions and that it consults widely about proposed developments. However, it does not take a sufficiently challenging view of its own performance. The staffing is adequate, although extra support is limited for the children in reception. The accommodation is sound, with a good outside area. Resources are sufficient in some subjects, and are good in information and communication technology, but they are not good enough in other subjects, such as history and geography.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good and the school has high expectations. Their children like school and make good progress there. The school helps the pupils to become mature and responsible and they behave well. The leadership and management are good. They feel comfortable asking questions or raising problems with the school. The school has a clear Christian ethos. 	<ul style="list-style-type: none"> Some parents voiced concerns regarding the uncertainty about leadership and management.

Forty-one parents attended the meeting held for them before the inspection and 172 returned questionnaires giving their views of the school. The parents are positive about their school and supportive of it. The findings of the inspection confirm the general trend of the parents' views, particularly those about behaviour and the Christian ethos, but judged teaching and leadership and management to be satisfactory rather than good. The uncertainty concerning the leadership and management has caused some difficulties for the school, particularly in its ability to plan for the long term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the reception classes, their overall attainment is above average and higher than it was at the time of the previous inspection. Early literacy and numeracy skills are well developed. Children are also very well informed about the world in which they live and have strongly developed personal and social skills. The children continue to achieve satisfactorily, making sound progress, and their attainment is higher than is usually seen for their age in personal and social skills, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical development when they enter Year 1. In creative development their attainment is similar to others of their age.
2. The results of the national tests in 2002, taken by pupils at the end of Year 2, were well above the national average in mathematics, above average in writing and comparable with the national average in reading. When compared with similar schools, the results in mathematics were above the national average, in writing they were average, but in reading they were below average. In all three subjects the proportion reaching the expected level was well above the national average, as was the proportion reaching the higher level in mathematics. Standards in 2002 were similar to those at the time of the previous inspection in writing and mathematics, but lower in reading. The results in the national tests rose in all three subjects in 1999, when they were well above the national average, but have fallen since then in reading and writing. In mathematics, standards continued to rise until 2001 but fell somewhat in 2002.
3. The teachers' assessments of pupils' attainment in science in 2002 indicated that the proportion reaching the expected level in science was in the top five per cent of schools nationally and also when compared with similar schools. A higher proportion than that found nationally reached the higher level, a comparable proportion to that in similar schools. Results in all subjects suggest that, although they have varied from year to year, the gap between the performance of boys and girls is narrower than the national picture. The boys and girls presently in Year 2 are attaining at a similar level to each other.
4. The standards of the pupils presently in Year 2 are similar to those of 2002 in reading and writing, but in mathematics and science they are not as high. Attainment is above the national average in writing, mathematics and science, and average in reading. In the infants pupils achieve soundly in writing, mathematics and science because the teaching is secure, but their achievement in reading is unsatisfactory because their skills are not developed sufficiently. Standards at the end of Key Stage 1 are similar to those at the time of the previous inspection in most areas, but lower in reading.
5. At Key Stage 2 the results of the national tests in 2001 were well above the national average in science and mathematics and amongst the highest five per cent nationally in English. In 2002, the results were similar in science, but lower in English, where they were similar to the national average, and mathematics where they were above average. Compared with similar schools the results were above average in science, average in mathematics, but below average in English. The proportion reaching the expected level was similar to the national average in English and mathematics and above average in science. The proportion reaching the higher level was similar to the national average in English, and well above the national average in science and mathematics.
6. Standards at the end of this key stage have also been variable over the years and in mathematics and science they are higher than at the time of the previous inspection; in English, standards are lower. In all three subjects the test results rose, overall, from 1999, but fell in 2002 in English and mathematics. Nevertheless, the trend in the school's results is broadly in line with the national trend. Comparisons with the attainment of this year group when they were in Year 2 suggest that the pupils had made sound progress in English, good progress in mathematics and very good progress in science.

7. The pupils at present in Year 6 are on course to attain levels similar to the national average in English but well above average in mathematics and science. There is a lower proportion of pupils with special educational needs in this group than was the case last year. The pupils are achieving well in mathematics and science because the teaching is good. However, the more able do not do well enough in English because the tasks they are given do not challenge and stretch them to achieve the standards of which they are capable and, consequently, their achievement is unsatisfactory overall. The attainment of boys and girls is similar, and the gap between the boys and girls in English is less pronounced than is the national picture.
8. Achievement in most other subjects throughout the school is satisfactory, and in some subjects it is good. Pupils achieve satisfactorily in information and communication technology and music, reaching similar standards to those in other schools by the end of both key stages. In history, geography and physical education the standards are higher than is usual at the end of both key stages. In history and geography pupils' achievement is satisfactory and in physical education their achievement is good. The standards in design and technology are comparable with those in other schools at the end of Key Stage 1. However, at the end of Key Stage 2 they are lower than the pupils are capable of attaining because the planning and curriculum have not been consistent through the year groups. This is also the case for art and design at the end of both key stages. While standards in history and geography have risen since the previous inspection, they have fallen in design and technology, art and design, and music.
9. The pupils' literacy skills are developed soundly across the curriculum through the opportunities the pupils have to discuss in many lessons and to write their own accounts. Their skills in numeracy are extended well through the use of measurement and the presentation of work in subjects such as science and geography, although design and technology does not make sufficient contribution to these abilities. Most pupils with special educational needs make good progress as a result of the extra support provided. Support staff are of high quality and make a positive contribution towards pupils' learning. Some pupils who show a talent or gift in music and sport have appropriate opportunities for developing those talents through extra-curricular activities. However, the school has only identified a few pupils who are gifted or talented.
10. The school set targets for the results of the most recent national tests for the pupils in Year 6 in English and mathematics. These were reached in English, but the more demanding targets in mathematics were missed. Higher targets have been set for this year; the pupils are on course to reach the mathematics targets, but not those for English.

Pupils' attitudes, values and personal development

11. The personal and social development of children in the Foundation Stage⁴ is good. Children know they are part of a highly caring community. The very strong relationships that exist between adults, older pupils and the children in reception make a significant contribution towards the children's love of school.
12. Pupils at Key Stages 1 and 2 have very good attitudes to school and their attitudes and behaviour are even better than they were at the time of the previous inspection. They enjoy school and arrive in good time. They talk enthusiastically about current and previous topics and are eager to take part in extra-curricular activities. For example, pupils in a Year 6 history lesson were so enthusiastic about their current work comparing photographs of their local area from the past with their own knowledge of the town that, at the end of the lesson, they pleaded with the teacher to continue. They also spoke enthusiastically about activities they had enjoyed during a Victorian day held some years previously. The pupils are interested and enthused by their work. The attitudes of pupils in Year 5 and 6 in a science lesson had a very good impact on their learning, while the hard work of pupils in a physical education lesson in Year 4 helped them to create a hornpipe dance. The pupils with special educational needs try hard to do their best.
13. Pupils are eager to answer questions and to contribute to class discussions. They settle down to the tasks given by teachers quickly and work with concentration and enthusiasm, trying to complete the tasks set. Pupils show pride in the work they produce. This is reflected in their written work,

⁴ The Foundation Stage caters for children from the age of three to the end of the reception year.

when talking about their work and in lessons. For example, in a Year 1 art and design lesson the pupils were very proud of the flowers they had produced and were keen to show them to each other.

14. Behaviour, in and out of class, is very good. The pupils behave maturely and move around the school in a sensible, orderly way. The oldest children often display excellent self-control, setting a very good example to the youngest. It is noticeable that the pupils' behaviour improves as they get older, as a result of the school's very good provision for pupils' moral and social development. Behaviour in lessons is very good. Pupils are quiet, thoughtful and attentive. They concentrate very well, asking questions sensibly and listening attentively to replies. They follow teachers' instructions carefully and work independently when asked.
15. Pupils develop very good relationships with adults and with each other. They are very polite and courteous. They speak confidently to adults. The working atmosphere in classrooms benefits from the positive relationships pupils enjoy with their teachers. As a result, pupils listen carefully to the teacher and work hard to complete tasks for them. Pupils learning to play the recorder in a Year 3 music lesson responded very well to the teacher's enthusiasm, while the very good relationship between pupils in Year 6 and their teacher helped to create a very positive working environment when investigating conditionals during a literacy lesson.
16. Pupils have a caring attitude towards their classmates and other pupils in the school. The school has an atmosphere that is free from oppressive behaviour, such as racism, sexism and bullying. The pupils are supportive in the classroom, for example, in a physical education lesson, when working on balance and control, pupils Years 5 and 6, watched each other's performances with great respect and gave very positive appraisals of other pupils' work. The pupils work well together, for example, when they evaluated designs in a design and technology lesson in a Year 2 and 3 class. Most pupils are very good at taking turns. Pupils in all year groups share computers in the information and communication technology suite without fuss and work very well together. Boys and girls work together extremely well, in pairs and mixed groups, and choose to sit, talk and play together at playtimes and lunchtime. One pupil in Year 6 explained that he found that he worked much better with girls.
17. The pupils' personal development is excellent. They make a valuable contribution to school life. Pupils in Year 6 speak enthusiastically of tasks, such as acting as a librarian, helping lunchtime supervisors and playing and working with younger pupils. They enjoy these tasks and treat their monitor's duties seriously. The school council makes a positive contribution to pupils' personal development. Pupils believe that their views are taken into consideration. One pupil in Year 2 explained that a pupil had to speak to the school council about older pupils blocking the doorway while talking to their friends. As a result, monitors were appointed to ensure that doorways were clear. The school is currently considering the introduction of water in classrooms, another matter raised by the school council. Pupils treat property, including teaching resources, with a great deal of respect. In an art and design lesson in a Year 2 and 3 class, the pupils shared resources thoughtfully, taking care of them. Their attitudes, behaviour and personal development have improved since the time of the previous inspection.

Attendance

18. Attendance is good at 95 per cent. It has dropped a little since the previous inspection but is still above the average seen in other primary schools. The decrease is mostly because pupils now go away more often on family holidays in term time, despite the school's efforts to discourage this.

HOW WELL ARE PUPILS TAUGHT?

19. The teaching throughout the school is satisfactory, but is not as strong in the Foundation Stage or at Key Stage 1 as was the case at the time of the previous inspection. It was satisfactory in almost all lessons, and was good or better in 63 per cent of those observed. However, teaching was very good in only six per cent of lessons. There are variations in the teaching in different year groups. The strongest teaching is in Years 2 and 3 and the teaching in Year 6 is good in about three-quarters of lessons. The teaching is good in information and communication technology and physical education throughout the school, and in mathematics and science at Key Stage 2. This

quality was reflected in the other inspection evidence, such as the scrutiny of pupils' work and discussions with them.

20. The overall quality of teaching in the Foundation Stage is satisfactory, with teaching being good in just over half of lessons observed. Both teaching and support staff manage children very well and use praise effectively to build confidence. However, the complexities of teaching children of reception age with pupils in Year 1 sometimes results in one year group not making as much progress as it should, particularly when teaching staff have no extra support.
21. At both Key Stages 1 and 2 the teachers have sound subject knowledge and plan their lessons carefully. They manage and organise their classrooms and pupils very well. The relaxed, positive and supportive atmosphere in classrooms provides a secure ethos in which the pupils feel secure and involved. Consequently, they want to complete their tasks well and apply themselves to their work with interest and concentration. Most teachers have a sound understanding of what they want their pupils to learn and set tasks that are designed appropriately to achieve these objectives. However, there are occasions when the teachers confuse the purpose of the lesson with what the pupils are to do. For example, a teacher's planning may state that the purpose of the lesson is to write a story, rather than to develop the skill to write a particular type of story, using appropriate style and vocabulary. The lessons proceed at a sound pace and the teachers use an appropriate range of teaching strategies, however, many teachers have difficulty ensuring that the tasks they set cater for the range of age and ability in their classes. While the introductions and ends of lessons are well planned, and often good, the activities provided for the pupils during group sessions often fails to match the full range of ability.
22. At both key stages, when the teaching is most effective, teachers carry pupils along through their own energy and enjoyment. In addition, they plan their lessons very carefully to ensure that work is matched well to all levels of age and attainment. There is a strong rapport with pupils, and humour is used well to encourage them and give them confidence to make a contribution. These strengths were apparent in a very good English lesson for Years 3 and 4. The teacher developed the pupils' use of descriptive language imaginatively and constantly developed their thinking skills through the focused use of questions. The level of work set and positive use of control strategies reflect high expectations of achievement and behaviour. The teacher monitored the classroom well, aware of progress and concentration, adjusting the pace of the lesson to the pace of learning. All pupils were totally involved in the lesson and consolidated their use of language very well.
23. A very successful information and communication technology lesson with Years 2 and 3 demonstrated these and other strengths. The teacher inspired pupils by his own enthusiasm and the rapid pace he employed. His planning and subject knowledge were very secure and he made very good use of a range of interesting resources. Methods and techniques were reinforced constantly and the teacher used questions very effectively to promote and check understanding. He gave very clear guidance and assessed pupils' progress throughout the lesson, adjusting the pace to match that of pupils' speed of learning. The activities were involving, challenging and well designed to build thoroughly on the pupils' knowledge and skills. As a result, they developed a good understanding of the ways in which they can use information and communication technology to control outcomes.
24. In the best lessons, the teachers assess the pupils' learning throughout their lessons and use this information soundly to adjust the pace of the lesson and to plan further lessons. However, this is not always consistent enough, particularly when catering for the age range in classes, particularly in the classes that include both children in reception and pupils in Year 1. Some teachers adjust the pace or direction of their lessons in the light of the progress being made, and use this information to plan for further lessons, but this is not consistent throughout the school. In some lessons, teachers set different levels of work for pupils of different ages and levels of attainment. This is mostly effective for the pupils with special educational needs, who usually have work that is suitable for their needs. However, there are occasions, particularly at Key Stage 1, when the less able are set the same work as the average-attaining pupils, and are unable to complete the tasks without support. The teachers ensure that the pupils are able to reach their potential in mathematics and science, particularly at Key Stage 2. However, in many instances the more able are set the same tasks as those of average attainment in other subjects, especially at Key Stage 2, and this limits the progress they are able to make.

25. The teaching of pupils with special educational needs is good. Teachers and support staff relate extremely sensitively to pupils with special educational needs. They know their pupils well and respond thoughtfully to their learning problems and other difficulties. Staff show perceptive awareness of pupils' personality and characteristics and are always working to raise self-esteem. The teachers collaborate effectively with the co-ordinator for special educational needs in producing individual education plans of good quality with precise and attainable targets for improvement. The relationship between pupils and staff is very good and this makes an important contribution to pupils' learning.
26. The learning support assistants, who help individuals and groups, work in close association with the class teachers and are fully informed and involved in the process of support. This helps to maintain a consistent and well-focused approach, as does the specific training relating to special educational needs, which is given to newly appointed staff. However, the teachers do not always make best use of support staff when the latter sit unoccupied for lengthy periods during the introduction to lessons. The pupils with special educational needs receive consistently good teaching. The very positive relationships and the sharp focus upon individual difficulties are instrumental in motivating these pupils and ensuring good progress.
27. Overall, the skills of numeracy are taught well throughout the school, particularly at Key Stage 2, and those of literacy are taught satisfactorily. Teachers use the literacy hour satisfactorily and have developed a range of strategies that they employ to implement this programme. They ensure that pupils have sound opportunities to develop their reading and writing in many other subjects, such as history and geography. The National Numeracy Strategy is being used well throughout the school. There are suitable opportunities for practical work, particularly in science and music. Teaching in science, information and communication technology and geography gives the pupils a range of opportunities to develop skills in numeracy through measurement and the use of co-ordinates, tables and graphs. Teachers are developing their use of information and communication technology throughout the curriculum but do not yet do so in all subjects. They plan some lessons appropriately to extend pupils' research and investigative skills and their ability to work independently. Pupils undertake many activities collaboratively and develop their ability to work in teams, groups and pairs well.
28. Pupils' work is marked regularly and accurately. There are numerous encouraging comments, and some instances of marking being used to identify the next step for learning and set targets. However, this good practice is not consistent. Homework is used soundly; pupils throughout the school receive a satisfactory programme, which is often linked to classroom work. However, this is not always consistent and practice varies between classes.

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

29. The school teaches all the subjects required by the National Curriculum and meets the related legal requirements. Whilst the curriculum is satisfactorily broad there are deficiencies in the balance and depth of certain subjects and the school has not made sufficient progress in maintaining the curriculum. In art and design, for example, opportunities for extensive creative and aesthetic work are restricted, whilst in design and technology, pupils' attainment at Key Stage 2 is constrained by the minimal programme that is followed. However, with some exceptions, the curriculum offered provides a broadly satisfactory range of learning opportunities.
30. The recently developed Foundation Stage curriculum adheres well to the six areas of learning for children this age. Current provision is far more appropriate to the needs of children in reception than was found at the time of the previous inspection. The balance between independent and adult supported activities is much improved. However, the school recognises that further work remains to be done if the Foundation Stage is to develop as a distinct key stage with a curriculum that meets the needs of individual children. There is not sufficient difference between the curriculum offered to the children in reception and the pupils in Year 1 when they are in the same classes.
31. The school is delivering the National Literacy Strategy adequately and there is satisfactory use of English skills in other subjects. Numeracy skills are taught well, with the National Numeracy Strategy implemented with consistency and care. There is satisfactory use of information and

communication technology to support learning in most other subjects. Although the school is committed to providing an education that meets the particular needs of each of its pupils, there are occasions when lessons do not contain separate activities designed specifically for the more and less able, when this would be advantageous. In some mathematics lessons, for example, there are times when the more able pupils at Key Stage 1 are not sufficiently taxed, whilst at Key Stage 2 some lessons contain material that is too difficult for the less able pupils.

32. The curriculum provided for pupils with special educational needs is good and the formal requirements placed upon schools are fully met. Pupils with special educational needs receive good quality support, both in the classroom and within group teaching. The individual education plans, which are drawn up for such pupils, focus particularly upon literacy skills, but other needs, such as mathematical, emotional, behavioural and conceptual problems, are also addressed. The precise identification of pupils' problems helps to focus attention on how progress can be made and gives staff and pupils a sense of achievement when the difficulty is overcome. There are occasions, however, when groups are withdrawn from lessons that differ from the focus of the group activity, for example, when pupils are withdrawn from a mathematics lesson in order to receive additional literacy support. This inevitably results in a break of continuity in relation to the main class activity although staff vary the timetable in order that pupils do not miss the same lesson each week.
33. The governing body has approved an appropriate policy for the teaching of sex education, and matters relating to health education are given considerable emphasis. The school's programme for health education includes the required emphasis upon the importance of diet and information about the misuse of harmful substances, which will help pupils to make informed choices as they grow older. The personal development of pupils is given a high priority and a programme that deals with a range of important and sensitive issues is delivered successfully. The development of good relationships and respect for others is deeply embedded in the life and work of the school. Considerable efforts are made to develop pupils' self-esteem and to develop them as capable, responsible people. Each pupil is valued and included in this process. Overall, the provision for pupils' personal, social and health education is very good.
34. The school has adopted national guidance that broadly defines what should be taught in each subject. This documentation can provide a sound basis for ensuring that a balanced programme is delivered but, in a number of subjects, there is insufficient precision and rigour to ensure that skills and knowledge are built systematically. More advanced literacy skills, such as the sophisticated use of figurative language, inspired writing and the exploration for deeper meaning are not sufficiently cultivated. Activities to develop expertise in design and technology at Key Stage 2 are introduced somewhat randomly. The design and technology programme is not consistently delivered and, at times, long intervals occur between a focus on the subject. This has the effect of breaking continuity and diminishing the status of the subject. The art and design programme is not sufficiently defined to promote the range of study that would be instrumental in raising standards.
35. The number of pupils in each year group does not, within the resources available to the school, permit classes to be arranged in single year groups. Moreover, there is a particularly complex arrangement of mixed year grouping with, for example, some pupils in Year 3 being placed with pupils in Year 2, and others with pupils in Year 4. The grouping by attainment for some lessons at Key Stage 2 includes some pupils in Year 3 but not others. This complicated organisation makes it imperative that what is to be taught in each subject is defined precisely, so that every pupil proceeds through the programme, gaining skills and knowledge in a logical order. The two-year cycle of topics for many subjects helps this process but does not guarantee it. There is a degree of interpretation involved in teachers' planning, which does not ensure that every pupil receives a similar curriculum. In music, for example, the teachers in Year 4 refer to different schemes of work when planning their lessons. In summary, the planning guidance is not always sufficiently specific to ensure the systematic advancement of learning and the school does not rigorously ensure that every pupil moves methodically through the intended programmes.
36. The school has not appointed a member of staff who has specific responsibility for overseeing and developing the curriculum, and co-ordinators have not been enabled to exercise their monitoring role with sufficient rigour. There is, however, keen awareness of the need to review the way subjects are taught and the staff meet regularly to discuss curricular matters and to improve their

expertise. Recent training in the use of experimental and practical work in science is an example of how this has enabled teachers to deliver the curriculum more effectively. There is a clear resolve, shared by all associated with the school, to continue the process of curricular improvement.

37. The previous inspection identified the need to provide work that further extended the more able pupils. There has been good progress on this issue in relation to mathematics and science and this is reflected in the number of pupils attaining the higher levels in national tests. Initiatives to promote higher achievement in English have been less successful. The school's response to the curricular issues raised in the previous report has, overall, been satisfactory but the necessary refinement and improvement has not been completed.

Extra-curricular provision and links with the community

38. Extra-curricular provision continues to be good. A range of well-attended sporting activities is offered, as was found at the previous inspection, for instance, netball practice attracts good numbers of both girls and boys. Sports teams compete against other local schools. Other interests are also catered for, for instance in the popular country-dance and chess clubs.
39. The school makes good use of links with the community to add to the breadth of pupils' experience. They benefit from a variety of visits, including a residential visit for Year 6. A variety of visitors, including theatre groups, are welcomed to the school and make a good contribution to the curriculum, for instance for personal and social education. The good links with the parish church underpin the religious basis of the school, and pupils are involved in fund-raising efforts for a range of charities.
40. Musical links with the local group of schools are well developed. A large group of pupils in Year 5 is involved every year in rehearsing and presenting a combined production. The good pastoral links with the main secondary school to which pupils transfer include visits for pupils in both Years 5 and 6. However, links with the various nurseries from which children transfer are underdeveloped.

The provision for pupils' personal development

41. The school promotes pupils' personal development well, as it did at the time of the previous inspection. The daily act of collective worship helps them to develop spiritually as they feel part of a caring community and they share values of a Christian nature. In one assembly the spiritual element was particularly emphasised and pupils were challenged to think about what qualities they would need to develop to achieve their goals in life. This provision is good. However, there is not always time given across the whole curriculum for the pupils to reflect on things that amaze and puzzle them in the natural and man-made world.
42. Assemblies are also used effectively to develop the moral awareness of pupils through stories and texts to make them aware of right and wrong. The school develops this in pupils very well. Pupils have a clear understanding about right and wrong and the school operates as a well ordered community where pupils know what is expected of them. Rules are displayed in all classrooms. These form an agreed code of conduct, which is clearly understood by all the pupils. A range of opportunities for pupils to take part in sporting activities supports the understanding of the need for rules and fair play. A well-established reward system encourages a positive attitude to learning and behaviour. The school is also very successful at helping pupils form positive relationships with their classmates and adults, and the provision for their personal development is very good overall. Adults set good examples in their relationships with each other and the pupils. They value each pupil and work effectively towards helping them develop high self-esteem. This is reflected in the pupils' attitudes towards the staff and towards each other. The school makes good provision for pupils to learn to work together and live as part of a community through the annual residential trip for pupils in Year 6.
43. There are also opportunities for pupils throughout the school to work together in subjects such as music, design and technology and group work in literacy. They are encouraged to take responsibility for their behaviour and belongings and class teachers make effective provision to ensure that pupils undertake additional responsibilities within the classroom. There are opportunities for the older pupils to undertake additional responsibilities, such as acting as helpers

in acts of collective worship, by managing the CD player and overhead projector. Their awareness of the responsibilities of being part of a community is fostered by the opportunity to be a member of the school council.

44. Pupils have appropriate opportunities to learn about their own culture through visits when studying the locality in geography and history and when visiting local places of interest, as well as ones further afield. Visitors to school, such as the Bristol Old Vic Theatre group, which has run workshops linked to work in personal, social and health education, help to enrich the curriculum and broaden the pupils' horizons. Although there are some strong areas in promoting pupils' cultural development, there are weaker ones too, and provision is satisfactory overall. There are insufficient opportunities for pupils to experience and value the contribution made by non-western cultures in art, music and dance, or to appreciate the scientific and technological inheritance from other cultures. Pupils' knowledge of art and artists and music and musicians is rather sketchy. Although they study world faiths in religious education, they are not encouraged to develop an understanding of the many traditions and cultures represented in this country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Pupils' welfare and happiness receive good attention within a very friendly and caring community. Parents are very satisfied that their children like school and are happy there. The quality of care, especially the management of behaviour, has improved since the previous inspection, but staff training in Child Protection procedures is needed. Systems for assessing the pupils' academic achievements, together with the use made of the information collected to help plan for their further steps in learning, remain satisfactory.
46. Personal support and guidance are good. Teachers and other staff understand pupils well, and match support to their personal needs. The pupils are encouraged to work hard and to do their best. Praise and awards are used very effectively. The management of pupil's behaviour is very good because staff have high expectations and motivate pupils to live up to these. Simply expressed, sensible rules are in place and these help pupils remember what is expected. Appropriate sanctions are available to respond to any misbehaviour but they are seldom needed. Staff extend good support to any pupils with particular behavioural difficulties. The very effective promotion of good behaviour means that bullying, or other such unkindness is rare, but very good systems are in place to respond to any instances that do arise. Pupils are confident that staff will give them any help and support they need over problems of any kind. They like the 'worry boxes' in their classrooms, which are an extra means of telling their teachers in confidence of any concern, large or small. A member of staff with counselling skills can give support if a pupil's personal circumstances require this. The lunchtime supervisors make a full contribution to the well-being of pupils through their well-organised and friendly care.
47. The school's monitoring of attendance is good. Staff have recognised an increasing trend in absences for family holidays during term-time. They encourage parents to keep these to a minimum, on occasion refusing to authorise absences of more than 10 days within a year. They are alert to follow up the rare instances of poor attendance and they liaise with the Education Welfare Officer to improve matters.
48. Health and safety procedures are very good and the school ensures that the pupils' access to the Internet is safe. Appropriate risk assessment procedures are in place and proper attention is given to dealing with any hazard identified, so as to ensure the safe conduct of lessons and other activities. Good attention is readily available for any who become sick or injured. Full attention is paid to providing relevant support for any pupil with long-term medical needs. Child Protection procedures are satisfactory. Staff are alert to act promptly on any concern. However, the person designated to co-ordinate attention to such issues is new to the role. She is to attend the necessary training so as to extend her understanding of her duties. The school follows the appropriate local area Child Protection procedures, although the policy to underpin its provision is, at present, still in draft form. The procedures for ensuring racial equality work very effectively.

Assessment

49. The school utilises a satisfactory range of formal assessment procedures and these provide valuable information relating to the overall performance of the school and the progress made by individuals in English, mathematics and science. There is good analysis of the end of key stage test results. This information is analysed extensively to identify strengths and weaknesses within the subject programmes for English, mathematics and science, and to pinpoint the particular needs of individual pupils. Proposals to improve pupils' writing skills and a greater use of scientific experimentation are examples of how the school is using data analysis to establish its priorities for improvement. The planned use of computer analysis of test data is intended to help to make the process more efficient and detailed.
50. In addition to the formal assessments, each pupil has a portfolio containing examples of his or her work in English, mathematics and science, and a system of tracking pupils' progress and setting individual targets is being introduced. The teachers identify what the pupils are to learn in each lesson with reasonable precision in their planning, and the written evaluation of lessons helps to influence subsequent lessons. Overall, the assessment procedures employed by the school are satisfactory, as is their use in determining what should be taught next.
51. The school provides a sympathetic and supportive learning environment for pupils with special educational needs and makes considerable efforts to meet their individual requirements. Other pupils are helpful and friendly towards those who experience difficulties. There is good assessment of individual needs and pupils and parents are routinely involved in the setting of targets. Progress is diligently evaluated and support reviewed.
52. Good assessment procedures to establish children's various stages of development on entry to the school are completed during the autumn term of each academic year. The information obtained is used well to plan programmes of work. More recently, it has also been used to predict each child's capabilities by the end of their time in reception. However, recording systems for day-to-day assessment at Key Stages 1 and 2 are in the process of development and are not yet as effective. Currently, they do not focus with sufficient precision on measuring the progress of individual pupils so that future work is planned to match their ability. Consequently, the more able pupils are sometimes given work that is too easy for them.
53. The previous inspection found that the assessment procedures for subjects other than English, mathematics and science were inadequate. A suitable means of assessing achievement and progress in each of the other subjects has now been put in place. These procedures have not yet been fully implemented and the delay does not constitute a satisfactory response to the findings of the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. As at the previous inspection, parents' support is a strength of the school. They are very appreciative of its work and make important contributions themselves to its provision for their children. Staff are friendly and welcoming, so that parents are very confident about putting forward any suggestions or concerns. The school aims to keep parents well informed and is successful in some respects. However, the pupils' annual reports do not give parents sufficient information about their progress.
55. The school regularly seeks parents' views by a variety of means, including a parents' surgery run by parent volunteers. Their ideas are reported to the headteacher and receive serious consideration, subsequently being reported to the governing body. For example, a project to provide shade in the playground was sparked off by suggestions from parents. This readiness to take account of parents' views on the functioning of the school makes an important contribution to the strong sense of partnership. Parents also find the teachers very approachable and helpful if they need to sort out individual concerns about their child at any time. Two formal consultation meetings to discuss pupils' progress are offered each year and parents come to these in very good numbers. Staff take care to contact any who do not come, to arrange an alternative time for a discussion. Parents like seeing the folders with annual reports on pupils' progress, work samples and the pupil's self-assessment and target setting that are sent home for a week towards the end of each year. However, the annual reports are, on balance, unsatisfactory. They indicate how pupils are doing in comparison with what is expected for their age, but in several subjects this is

merely by means of a ticked box, with no written comment about the work done and the progress the pupil has made. Another weakness is that the school does not routinely give parents a copy of the annual report to keep at home when they return the folder to school.

56. Partnership with parents in the reception classes is good. The school's carefully structured induction programme ensures a smooth transition from home to school. Good links are also established with parents of pupils with special educational needs, to inform them about their children's needs and about the plans to provide for them. They are consulted about the support their child receives. The targets set in the individual education plans are reviewed regularly and the school makes every effort to involve parents in this process.
57. A good amount of other information is sent to parents. They are told in advance of the projects planned for their children, and give good support for this work by sending relevant resources into school. The newsletters give regular interesting updates about the life of the school. The prospectus and the governors' annual report are both generally informative, although both could do with revision to meet fully with statutory expectations about their content. For instance, they do not give an evaluative comment about the school's success in implementing its special needs policy. In addition, the report omits details of the school's progress in following the action plan adopted after the previous inspection.
58. A good number of parents and other volunteers help regularly in school and make an important contribution to pupils' learning. Such helpers are important in helping to maintain the balance of adults to pupils in the younger classes. Others help regularly by taking pupils to the swimming baths and accompanying them on trips. The Parents' Association raises funds that are used to add very significantly to resources for learning, for instance they have helped refurbish the computer suite and this year are donating £5000 for new library books.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. Overall, the leadership and management of the school are satisfactory. The school has been in considerable turmoil this academic year, with the absence of both the substantive headteacher and his deputy. During the autumn term, the acting headteacher did a competent job with the day-to-day running of the school and moving the school forward. Parents were justifiably impressed with her ability to ensure effective provision in adverse conditions. She had the confidence of the teaching and non-teaching staff, who are very supportive of each other. The senior management team is also highly committed and hard working. It has wide-ranging responsibility and there is a strong commitment towards joint decision-making. It meets regularly to discuss issues prior to whole staff discussion. The school is a tightly knit community with a very positive atmosphere. It has a caring ethos where pupils and staff are genuinely valued. During the current term, a seconded acting headteacher has maintained the school's systems and procedures adequately.
60. It is understandable that, despite the dedication of staff and governors, such major instability has affected the rate at which the school has been able to move forward. However, the leadership and management are less effective now than at the time the school was previously inspected. Although some issues from the last inspection have been addressed, others have not. The school has worked hard to plan a curriculum that meets the needs of all pupils, particularly those of the more able, in mixed-age classes. It still has some way to go. Currently, the school provides more successfully for its higher-attaining pupils in science and mathematics at Key Stage 2 than in other subjects. Despite the school sustaining a systematic monitoring programme, the overall quality of teaching has not improved. Nevertheless, the focus on specific areas of weakness has improved the teaching of science and mathematics and has resulted in higher standards by the end of Key Stage 2.
61. Part of the reason for the lack of improvement in the quality of teaching is that the systems for monitoring and, more importantly, evaluating provision, lack rigour. A good example of this can be found in the monitoring of pupils' writing. Standards have caused the school concern for some time and teaching has been a target for improvement. Although several senior members of staff have observed classroom practice, evaluations of lesson observations have paid insufficient attention to the impact of teaching on learning, the progress of individual pupils or whether the standards achieved are high enough. Consequently, standards in writing have not risen.

62. There is also a weakness in planning. The school's strategic planning lacks long-term vision and cost implications are not defined with enough precision. These aspects were criticised in the previous report. The development plan does not provide a clear sense of direction for the school after the current academic year. However, planning for information and communication technology is an exception. This document outlines structured long-term development and cost implications well.
63. The recently appointed co-ordinator for Early Years has an accurate perception of strengths and weaknesses and has identified priorities for improvement with great accuracy. However, the school is aware of the need to develop the role of subject co-ordinators. Some have a heavy burden of responsibility at present, as they try to maintain an overview of subjects other than their own during staff absence. Some are relatively new to the post and are not yet enabled to take sufficient responsibility for raising standards in their subjects. Consequently, many do not have an accurate picture of overall provision. They identify areas for future development but, because they do not monitor the pupils' work or the quality of teaching and learning, they do not know whether the standards pupils achieve are high enough.
64. The school has handled the implementation of performance management well. To some extent, the agreed targets for improvement have provided an effective lifeline during a period of instability. The staff's commitment towards sustaining continuity in performance management has enabled the school to move forward. Targets relating to improvement in information and communication technology have successfully raised standards and the focus on improving provision for children in the Foundation Stage is showing positive results.
65. The leadership and management of special educational needs are good. The co-ordinator has considerable expertise and a clear understanding of her role. Issues relating to the school's provision are analysed thoroughly and sensitively. The co-ordinator liaises diligently with colleagues and with external support agencies. Documentation associated with pupils with special educational needs is maintained professionally and efficiently and helps to provide a consistent and focused structure to the support. The governing body has appointed a governor with specific responsibility for special educational needs. He visits the school frequently, meets regularly with the co-ordinator and has a clear understanding of the nature and requirements of provision. Governors are kept well informed through regular, formal reports. Funds specifically allocated for pupils with special educational needs are properly targeted.
66. The governing body makes a strong contribution to the direction of the school and fulfils almost all of its statutory duties. Governors are well informed and aware of the school's strengths and areas that need improvement. The governing body's work effectively and they have a purposeful involvement in planning for school improvement. Individual governors keep themselves up-to-date on curriculum developments through the 'governor of the month' scheme, where each governor has oversight of a subject and spends time in the school liaising with the co-ordinator and observing lessons. The governing body is most concerned to strengthen links with parents and the community.

The strategic use of resources

67. There is very effective financial administration. The office staff are very competent and run the office in a relaxed and friendly, but very efficient, way. They make full use of up-to-date computer technology such as financial control software. Financial control is good and there are rigorous systems to manage and monitor spending. The minor criticisms in the auditors' report for the local education authority have been addressed and the school has taken appropriate action. However, the absence of the headteacher has delayed the costing of items in the school development plan. The school and governors are aware of the necessity to implement this with as little delay as possible, so that the development plan becomes a more useful management tool. The governing body is effective and has sound methods for ensuring that it gets the best value from its major spending decisions.
68. The governors take an active role and have a good knowledge of the school. They recognise the need to use resources efficiently so that they have the maximum impact on the achievement of the

pupils. The headteacher is fully involved in financial planning and uses the available budget shrewdly so that maximum value is extracted from all expenditure. The acting headteacher has consulted appropriately with a finance officer from the local education authority about short-term financial planning. When building or repair work has to be done the governors follow the guidance given by government and the local education authority and uses these criteria effectively for selecting contractors and seeking quotations.

69. Taking into account the attainment on entry; the standards achieved; the quality of teaching; the very good behaviour; leadership and management and the spending per pupil, the school gives satisfactory value for money.

Staffing, accommodation and learning resources

70. Overall, the level of staffing is satisfactory, as it was at the time of the previous inspection. The range of teaching staff and their experience meet the demands of the curriculum. The school benefits from the employment of a part-time special needs co-ordinator who is not class-based. However, the allocation and use of learning support assistants is barely satisfactory and the school relies on parent helpers to deliver the curriculum for children in the Foundation Stage. There is a genuine team approach that supports new staff well and they establish themselves quickly. The school has an effective handbook and detailed job descriptions that make responsibilities clear. However, it does not provide any specific training for dealing with mixed-age classes. Although the newly qualified teacher feels that she is benefiting from good support, the school has not met statutory requirements in putting in place a structured programme to support her professional development.
71. Overall, the accommodation is satisfactory. Inside the building, the school has made good use of limited space. The atrium provides an attractive entrance to the school, as well as a library. Although the design of the new computer suite is not ideal, it is a very creative use of space and provides a valuable resource which would not otherwise be available. The new outdoor areas are attractive, used effectively, and well maintained. The Sensory Garden provides an area for quiet reflection, while the Explorers' Challenge is a stimulating learning resource, which is used well during lesson and play times. The grounds are maintained particularly well.
72. Overall, the provision of resources is unsatisfactory and has declined since the last inspection. Resources in English and mathematics are barely adequate and resources in a number of other subjects, such as history and geography, limit the school's ability to deliver the curriculum. For example, the school does not have a single class set of atlases that can be used in geography. Information and communication technology, however, is well resourced, particularly for older pupils, who have access to laptop computers as well as the computer suite. Although the resources for the Foundation Stage are improving, many still need updating and replacing. The separate outdoor play area for children in reception is attractively designed, with a good soft landing surface. It is currently underused, because there are not enough staff to supervise play. The children in reception miss a valuable opportunity to learn through a regular programme of structured play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to improve the quality of education offered to the pupils, the governing body, in partnership with the headteacher and staff, should:

- Raise standards in English and design and technology at Key Stage 2, in reading at Key Stage 1, and in art and design at both key stages, by ensuring that all pupils reach the levels of which they are capable. *(Paragraphs 4, 7, 8, 61, 95, 97, 101, 102, 127-130 and 132)*
- Improve the curriculum at Key Stages 1 and 2, by ensuring that the pupils build on their skills and knowledge consistently through the school, and that all pupils have equal access to the full curriculum. *(Paragraphs 29, 31, 32, 34, 35, 60, 89, 131, 134 and 161)*
- Improve leadership and management by:
 - providing rigorous monitoring and evaluation of standards and teaching to provide clear information about the major priorities for improvement;
 - providing clear long-term strategic leadership;
 - ensuring that planning for school improvement is linked closely to the budget setting systems. *(Paragraphs 60, 61, 62 and 67)*
- Develop the role of subject co-ordinators so that they are fully involved in the monitoring procedures and take responsibility for raising standards in their subjects. *(Paragraphs 63, 116, 131, 134, 140, 145, 159 and 164)*
- As soon as the budget allows, ensure that there are sufficient resources to teach the full curriculum in all subjects. *(Paragraphs 72, 99, 106, 131, 141, 145, 159 and 164)*

In addition to the issues above, the school should also consider including these more minor issues when preparing its action plan:

- Statutory requirements are not met fully in the pupils' annual reports, the support provided for newly-qualified teachers, the training for staff in child protection procedures, the prospectus and the governors' annual report to parents. *(Paragraphs 45, 48, 55 and 70)*
- The school does not provide the pupils with sufficient opportunity to develop their appreciation of life in a multicultural society. *(Paragraph 44)*
- The Foundation Stage has not yet been fully developed as a discrete stage in the children's education, particularly in ensuring that the children receive a curriculum that is distinct from that provided for the pupils in Year 1.* *(Paragraphs 30, 70, 77 and 78)*

** This issue has already been identified by the school as an area for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

67

Number of discussions with staff, governors, other adults and pupils

39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	38	23	2	0	0
Percentage	0	6	57	34	3	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 points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

280

Number of full-time pupils known to be eligible for free school meals

15

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

71

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

10

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

15

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	21	21	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	21
	Girls	20	20	20
	Total	39	40	41
Percentage of pupils at NC level 2 or above	School	93 (98)	95 (98)	98 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	20	19	21
	Total	40	39	42
Percentage of pupils at NC level 2 or above	School	95 (98)	93 (98)	100 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	17	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	23
	Girls	16	15	16
	Total	33	32	39
Percentage of pupils at NC level 4 or above	School	80 (95)	78 (92)	95 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	22
	Girls	16	15	16
	Total	33	34	38
Percentage of pupils at NC level 4 or above	School	80 (84)	85 (86)	93 (84)
	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	232	0	0
White – Irish	3	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	1	0	0
Mixed – any other mixed background	2	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	26.66
Average class size	31.11

Financial year	2001-02
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Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	93

	£
Total income	545,688
Total expenditure	515,551
Expenditure per pupil	1,815.32
Balance brought forward from previous year	20,393

Recruitment of teachers

Number of teachers who left the school during the last two years	5
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)	2
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	280
Number of questionnaires returned	172
Percentage of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	2	0
My child is making good progress in school.	51	45	3	1	0
Behaviour in the school is good.	62	38	1	0	0
My child gets the right amount of work to do at home.	33	52	12	1	2
The teaching is good.	63	34	1	0	1
I am kept well informed about how my child is getting on.	40	49	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	2	0	0
The school expects my child to work hard and achieve his or her best.	61	35	3	0	1
The school works closely with parents.	45	47	6	1	1
The school is well led and managed.	54	40	4	1	2
The school is helping my child become mature and responsible.	58	40	2	0	1
The school provides an interesting range of activities outside lessons.	44	43	10	1	2

Other issues raised by parents

Some parents raised concerns about the instability in leadership and management of the school.

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

74. As a voluntary-aided school, St John the Evangelist's gives priority for admission to children whose parents are practising Christians. There are 40 children of this age in three mixed-age classes of children of reception age and pupils in Year 1. Overall, the provision is satisfactory, with some strong features. Standards of provision are similar to those found at the time school was last inspected. The children enter the reception classes with above average early language, reading and writing skills. They are confident speakers and good listeners. Early numeracy skills are securely above average. Children also start school very well informed about the world in which they live and have strongly developed personal and social skills. Most have received some pre-school provision. They make satisfactory progress so that, by the end of their reception year, almost all achieve the Early Learning Goals⁵ set for children this age. Just under half are on course to achieve higher levels.
75. The school uses information gained from initial assessments well to plan programmes of work and identify children who may have learning difficulties. It has recently started to predict the children's likely attainment by the time they reach the end of Year 2. The school does not yet use day-to-day assessment quite so effectively. Although the staff keep thorough records of work covered, they do not use information well enough to plan an appropriate range of activities at the right level for each child. Consequently, the more able children suffer most and do not always make as much progress as others when work is too easy. Staff in reception are in the process of developing an assessment folder and a good on-going profile that give good insight into the progress of individual children.
76. Children's personal and social development is good. The commitment and dedication of the staff permeates every aspect of their work. All adults provide very good role models and support staff are of high calibre. Children know that they are part of a highly caring community. Very strong relationships between adults, older pupils and children in reception make a significant contribution towards children's love of school. Children behave well and parents, rightly, hold both teaching and support staff in high regard.
77. The quality of teaching is satisfactory overall; it was good in just over half of lessons observed. The recently appointed co-ordinator for the Early Years has put much thoughtful effort into devising a programme of work that adheres well to the six areas of learning for children this age, but recognises that further work remains to be done. The current provision is far more appropriate to children this age than in the past. Both teaching and support staff manage the children very well and use praise and encouragement successfully to build confidence. Staff develop children's independence particularly well through purposeful planning sheet activities. However, the complexities of catering for the needs of children in reception and pupils in Year 1 in a mixed-age class sometimes result in one age group not making as much progress as it could, particularly when there is no extra support. In addition, although children with special educational needs make as much progress as everyone else when they receive extra help, the lack of additional support sometimes slows their progress. When all the children in reception join together for literacy and numeracy based activities, teaching is at its most effective and children learn at a faster rate. Activities in these lessons provide children with a good balance of independent and adult supported learning that is fun. However, the organisation of such a large grouping has to rely heavily on voluntary support, particularly when there are too few learning support assistants.
78. There is still some way to go towards establishing the Foundation Stage as a distinct key stage. Sometimes, there is a lack of understanding about the teaching methods advocated for children of this age, and not all activities are appropriate or purposeful. Teaching time is not always put to best use. Consequently, some children do not make as much progress as they should. There are too few opportunities for children to practise writing skills or develop creativity. A similar criticism was made about the lack of opportunities for creative development during the previous inspection. The

⁵ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

school misses a valuable opportunity to develop two weak areas of learning right from the start. Standards in writing and art remain weak throughout the school.

79. Accommodation is attractive and the quantity and quality of resources are improving from a low base. However, displays often lack vitality and flair and do not always do justice to the quality of provision. The school is fortunate to have a separate outdoor play area but this is currently underused and there is a lack of understanding about the importance of play in the learning process.
80. The co-ordinator for the Early Years has a very accurate perception of strengths and weakness in provision. She has identified priorities for improvement with great accuracy. They include further resourcing, more support for teaching staff, structured outdoor play development and giving further consideration to class organisation. Although there is still some way to go to raise the profile of the Foundation Stage, the school is well placed to succeed in the future.

Personal, social and emotional development

81. The teaching in this area of development is good. Staff build effectively on the children's very strongly developed personal and social skills. All the children currently in reception make good progress and most are on course to exceed the Early Learning Goals by the time they start Year 1. The children feel safe and secure. They display high levels of trust in the way they arrive each day, confidently leaving their parents and carers. The staff in reception successfully create an atmosphere of mutual respect. Children of all abilities contribute in class lessons because they know their ideas are valued. They help each other to put on painting overalls, chat with great good humour as they get changed for physical education lessons and work with a real sense of purpose. Some are still developing the ability to share and take their turn. Occasionally, they become a little restless but most behave well and are keen to be involved. They generally work and play together amicably and value the success of others. The children develop a good sense of respect for others' beliefs and values and there is a clear commitment among all staff towards developing independence.

Communication, language and literacy

82. The children enter the school with well developed speaking and listening skills. Most have good early reading and writing skills. Through satisfactory teaching, all children, including those with special educational needs, make steady progress. Approximately half of the children currently in reception are on course to achieve above-average standards by the end of Year 2. Children have numerous opportunities to develop speaking and listening skills further. In one successful lesson, children of all abilities were very articulate and confident in their explanations, as they used magnifying glasses to observe the parts of a plant. Most children gave detailed answers. They were inquisitive and some expressed themselves with real maturity. In discussion about reading, the more able are well informed and articulate.
83. The school promotes the development of early reading skills securely and children make steady progress. Most will exceed the Early Learning Goals by the time they reach Year 1. Children love books, but do not have access to a wide enough range of good quality reading or research material. Routines are firmly established and reading diaries provide good dialogue between home and school, but do not contain sufficient evaluative comments about progress. Parents make a significant contribution towards their children's development in reading. Children regard reading as an enjoyable social occasion when they share a book with an adult. In discussion, one confident early reader expressed very clear preferences. He knew exactly why he liked the story of 'The Bear under the Stairs' and explained it in great detail. Children of all abilities act as if they can read. They make up acceptable alternatives, talk enthusiastically about the story and predict with confidence. Most develop secure simple strategies for working out unfamiliar words.
84. The main weakness in literacy provision lies in the development of writing skills. When given the opportunity, a significant proportion of children demonstrate competent early writing skills. Some of the most able spell correctly and are aware of punctuation and can work independently and unaided. In a good literacy lesson, one child wrote by herself that a panda was black and white. Another wrote that the pig was in the mud. Both children demonstrated good strategies for spelling

unfamiliar words. In discussion, almost all children identify rhyming words and some recite the alphabet unprompted. However, all too often, there are few opportunities for children to practise, experiment or explore with written language. The more able children suffer most when they miss the chance to extend or sustain their writing through activities that match their ability.

Mathematical development

85. Most children enter the reception classes with very secure mathematical understanding and achieve satisfactorily because the teaching is sound. They become familiar with shapes such as circles, squares and triangles. Most are confident with numbers and count to 20, and often far beyond. The more able children estimate with great accuracy and develop an understanding of basic addition. Children of average ability have a secure understanding of money and less able children develop increasing confidence with ordering and counting numbers to five independently. Children of all abilities make satisfactory progress through sound teaching. Most are already exceeding the Early Learning Goals and display mature mathematical thinking.
86. In a lesson on counting and combining groups of objects when the teaching was good, the children learnt well because the teacher presented each part of the lesson in a lively way. Even the most able child had to think hard as the group counted forwards and backwards along a number line. One child informed the adult that she was working with, that her friend had written 81 instead of 18. The lesson developed skills very effectively because it was well organised and support was of good quality. Evidence taken from examples of previous work confirms children's security with numbers.
87. The recent introduction of grouping children in reception together for their mathematical activities is a step in the right direction towards providing for their needs, although it is heavily reliant on extra adult support. Reliable volunteer helpers often provide the support necessary to enable activities to take place. However, it is unreasonably demanding of teachers to work with a group of 40 children if extra support is not guaranteed.

Knowledge and understanding of the world

88. Children enter the school with a very secure basic knowledge of the world around them. Teachers successfully build on this understanding through sound teaching and children make satisfactory progress. In a lesson where children were exploring the qualities of paint, they explained the changes in texture and consistency well. On another occasion, a group of children showed impressive knowledge about plants. All used correct vocabulary in their explanations. They talked about shoots, leaves, petals, stems, stalks and flowers as they studied a bowl of daffodils. One explained, as he planted his bean, that the root needed to point downwards in order to reach the water. In conversation, an articulate boy explained that he had been finding out about butterflies and moths. He boldly announced that he had seen a *Cabbage White* and that his Dad didn't like them because they ate all his plants. He then went on to say that he was looking forward to seeing a *Red Admiral* for the first time.
89. Lessons often involve opportunities for children to develop secure computer skills. The children clicked on the mouse confidently as they created their own paintings. Programs are well matched to the children's needs. Children could be seen ordering numbers, selecting rhyming words and learning letter sounds during the inspection week. In a good lesson to develop skills, children patiently waited their turn and supported each other as they tried to programme a toy to move forwards and backwards. However, children sometimes miss valuable experience in these lessons when they are withdrawn for additional work in literacy or numeracy.
90. Teachers are increasing the number of opportunities for children to develop skills through exploration. Children enjoy using their planning sheets to choose from an independent range of activities. They have a good sense of time and the past, of places and where they live and a sound understanding of the beliefs and values of others. A group of boys and girls were in animated negotiation as they worked on the task of getting the animals into Noah's Ark. They all agreed that there needed to be a slope up to the ark, but considerable good-natured discussion took place to decide who was going to hold the slope in place. A significant proportion of children have already achieved the Early Learning Goals and will leave their reception year with a very secure knowledge and understanding of the world in which they live.

Physical development

91. Teaching of this area of learning is good and children of all abilities make good progress. Half of the children currently in reception have already achieved the Early Learning Goals. The routines for dressing and undressing are well established and children get changed with independence and speed. It is a good social occasion, when children display much humour. In one lesson, children demonstrated considerable co-ordination as they did their warm up exercises. They jumped in time with the music and put out apparatus with great care. The teacher placed particular emphasis on safety and children showed good control as they jumped on and off benches.
92. Children handle pencils, glue spreaders and scissors competently. They cut out with reasonable accuracy and display adequate control when using paintbrushes. The separate play area is attractively designed, with a soft landing surface. Currently, it is underused, because of the lack of extra staff to supervise children's play. Consequently, there is insufficient opportunity for children to explore and develop their physical skills through structured play activities.

Creative development

93. The standard of the children's creative development when they start school is as expected for their age. The quality of teaching is satisfactory and children of all levels of ability make steady progress. However, there are too few opportunities for children to experiment or explore with a wide variety of materials. Activities do not always allow children to be creative or imaginative. Artwork is weak and lacks vitality. In lessons where children have to move on from activities after a set period, the 'rota' system is very restricting and some children express disappointment when they are unable to finish the task they have started.
94. Children know a good range of songs when they join others for their weekly song practice. Some children use the 'Alphabet Song' very effectively to learn the order of letters. Music lessons are good social occasions where children learn well. In a lesson on identifying long and short sounds, children giggled as they found out the name for castanets and listened to the Indian bells tapping together. They knew the names of many instruments because the teacher used the correct names at every opportunity. They waited their turn and treated instruments with care and respect. They made good progress because they enjoyed the activities and wanted to learn. Despite the lack of opportunities for independent exploration and investigation, children make sufficient progress to achieve the Early Learning Goals by the end of the reception year.

ENGLISH

95. The results of the National Curriculum tests in 2002 showed that reading standards at the end of Year 2 were close to the national average but below the results of similar schools. The standards in writing were above the national average and close to those attained by similar schools. The proportion of pupils who gained the higher Level 3 in writing was lower than the national average. The pupils presently in Year 2 are attaining standards similar to those in 2002 and their achievement is satisfactory. The test results at the end of Year 6 in 2002 were comparable with the national average but lower than those seen in similar schools. The percentage of pupils reaching the higher Level 5 in English was similar to the national average but lower than in similar schools. The standards of the pupils presently in Year 6 are also comparable with the national average but they are not achieving highly enough in reading and writing, although standards in speaking and listening skills are sound. Standards at the end of Key Stage 1 are similar to those seen during the previous inspection, but at the end of Key Stage 2 they are lower. Standards have fallen at Key Stage 1 from a peak in 1999. At Key Stage 2 standards had risen significantly from 1999 to 2001, but fell in 2002 when the proportion of pupils with special educational needs was higher. The pupils at Key Stage 2 are not at present on course to meet the challenging targets the school has set.

Speaking and listening

96. Pupils come into Year 1 with good language skills, especially in speaking and listening and achieve soundly through both key stages. They make satisfactory progress in Years 1 and 2. By the end of Year 2 pupils show increasing confidence in speaking and begin to use more formal speech patterns. Younger pupils are given opportunities to practise these skills in their literacy lessons. For example, in a successful lesson in a Year 2 and 3 class the pupils were encouraged to use adjectives and adverbs to make interesting sentences about spiders and dolphins. Pupils offered imaginative phrases like *'The creepy spider scuttled into the corner'*. At the end of Year 6, most pupils demonstrate standards that are above average, for example, when talking about their reading books and their work in other subjects. Without prompting, a pupil described work he had done in design and technology in these words *'the roof was in the shape of a pyramid with a square base'*. In a good lesson seen in Year 6, the teacher developed the speaking and listening skills of pupils by encouraging them to talk about the feelings of characters in the text that they were reading. The pupils responded well and were eager to volunteer ideas and phrases that would be suitable. A drama lesson also developed the way in which pupils listen attentively and frame suitable questions. Learning support assistants in the classroom play a valuable part by clarifying questions, explaining new vocabulary and encouraging pupils with special educational needs to offer answers.

Reading

97. Standards in reading are similar to the national average at both key stages, but pupils' achievement is unsatisfactory because many are not reaching the levels of which they are capable. Younger pupils develop skills that help them to read the text. Pupils in Year 2 read many words confidently, and talk about their reading books in an interesting way. However, a number of pupils were not enthusiastic about reading. The more able pupils in Year 2 use a variety of strategies to work out words that they find difficult, such as splitting up the words, sounding out the letters and gaining clues from the illustrations. Some pupils read expressively as a result of the way that teachers guide them in shared reading sessions. Not all pupils in Year 2 are clear about the difference between an author and illustrator, and fiction and non-fiction. Some talk about books and authors that they know, but these are a minority. Most, but not all, pupils in this age range know how to use their knowledge of the alphabet to find books or information. Even the pupils with sound standards of decoding words are not as good at interpreting the meaning of the text in anything more than a very literal way.
98. Pupils in Year 6 are familiar with the 'contents' and 'index' sections of books and how these can be used to locate information. Most, but not all, know how to use their knowledge of the alphabet to locate texts. In this age group pupils are developing their awareness of how to use CD-ROMs and the Internet to help with research. Many pupils name authors and talk confidently about them, but a minority are less knowledgeable. Some of these pupils find it difficult to do more than recount the events of the story and their ability to explore the deeper meaning is limited. Pupils in this age group mostly enjoy reading and read both fiction and non-fiction texts with enjoyment. The home-school notebooks foster links by getting parents and carers to add comments that help to develop their reading skills.
99. The library is an attractive and welcoming space. There is a range of both fiction and non-fiction material, but many of the books are rather old and there are too few books for a school of this size. The library is used by classes for research and adequately in some, but not all subjects. There are plans to restock the library when funding is available. Pupils who have special educational needs make satisfactory progress as a result of the support for reading.

Writing

100. The standards attained at the end of Key Stage 1 are above the national average and the pupils achieve soundly. This is very similar to the picture at the time of the last inspection. Teachers follow the school's policy on handwriting closely, and younger pupils develop a suitable handwriting style quickly and use capital letters and full stops to demarcate sentences. Most pupils spell short common words and longer regular words correctly. Where the words are incorrectly spelt, most pupils manage a version that is recognisable, although incorrect.

101. At the end of Year 6 standards are close to the national average. The standards seen are less good than those seen in the previous inspection. They reflect the situation in the latest set of test results quite closely and show that progress in English slows in this phase of the school. Pupils write for a range of different purposes and use punctuation accurately. As they get older the majority use a joined and legible script consistently but some pupils of all ability levels in Year 6 are still writing in pencil, which detracts from the presentation of their work. There are some lively pieces of work in Year 6, where the pupils write play-scripts. In some imaginative work on the theme 'A Minute to Midnight', pupils added good descriptive phrases and were able to create a mood and setting by imaginative language choices. The more able pupils organise ideas into grammatically correct complex sentences and show an increasing understanding of speech and question marks. However, even in Year 6, some pupils still misspell common words, for example, again, believe. Pupils learn to follow planning structures and how to organise their writing. Teachers develop pupils' spelling by regular setting of spelling lists as homework. However, some lessons do not take account of the needs of the more able pupils and provide little challenge for them.
102. Teachers take appropriate opportunities in other subjects to encourage pupils to increase their technical vocabulary and their use of spoken English. There were some good examples of this in science lessons where terms like 'repel' and 'attract' were used as a natural part of the teaching. In a history lesson the teacher developed the pupils' note-taking skills soundly and pupils are encouraged to make oral contributions in many subjects. However, there is insufficient challenge for the more able pupils, particularly at Key Stage 2. The teaching is directed too much towards the expected level and, therefore, there is much underachievement. The skills of reading for meaning, character and deeper meaning are not taught sufficiently throughout both key stages.
103. Most of the teaching seen during the inspection was good and, overall, the teaching of English is satisfactory. In the better lessons skilful questioning and explanations ensure that pupils understand their work. Teachers maintain a good pace and adapt the lesson as necessary when pupils encounter difficulty. Praise is used well to show pupils that their work is valued and to encourage higher standards. The teachers follow the National Literacy Strategy closely in their planning and this ensures that pupils cover the various writing styles that are needed for the National Curriculum. In a very successful lesson in Year 4 on developing descriptive writing, the teacher set a brisk pace, made effective use of a variety of strategies that kept pupils thinking about the subject matter and challenged all pupils, including the most able. Pupils responded enthusiastically and came up with phrases such as 'purple figures plodding towards them' to describe what characters saw when they left their spaceship.
104. All teachers mark the pupils' work thoroughly and make regular comments to encourage pupils. Much of the time they include effective points for improvement but this is not always the case. The targets for the lesson are generally shared with the class so that they are all clear about what they will be learning. Relationships are good and teachers manage behaviour well. As a result, pupils work hard, show interest and sustain their concentration throughout the lesson. Pupils are encouraged to think about the feelings of characters in stories and they co-operate well when working as part of a group. Therefore, English lessons make a good contribution to the pupils' moral and social development.
105. The English co-ordinator has had overall responsibility for the subject but the post is now shared between her and a Key Stage 1 teacher who will be taking an increasing part in leading the subject. This arrangement is an effective way of ensuring that the needs of all age groups are met. The co-ordinators scrutinise samples of work in each year group but do not have sufficient time to carry out their role. There has been an emphasis on developing writing skills and lessons have been monitored, but the focus has not been sharp enough and targets are not sufficiently specific. Most teachers are secure in their knowledge of National Curriculum levels and this is helpful in assessing the progress of individuals and groups of pupils. There is a system of assessment that looks at the progress pupils make over the medium and long term but expectations of what the pupils can achieve are not high enough. This system is now computerised and there are plans to develop it further so that the school can pinpoint any pupils that need special attention. The school is developing a system of setting individual targets for pupils and in some classes this is now well established.

106. The resources for the subject, although just about adequate in quantity, are rather old and are not always suitable. The school is developing the use of information and communication technology to support literacy. Pupils at both key stages use computers to draft and re-draft work. In a Year 3 and 4 classroom there was a display of a 'Viking' newspaper that the pupils had word-processed and this linked well with their work in history. The pupils with special educational needs make good progress as a result of the effective arrangements for their support. There is good communication between the learning support assistants and class teachers so the planning for these sessions takes account of the main focus of the work that the rest of the class is doing.

MATHEMATICS

107. At the time of the previous inspection standards were above average, and the quality of teaching was at least good in half of lessons. Pupils of all abilities made good progress and used their learning well to solve problems. The school has made satisfactory progress during the intervening years. Standards have risen and pupils continue to use their skills well in problem-solving work. The overall quality of teaching has improved, with teaching being good in almost nine out of ten lessons and very good in one in ten. Information and communication technology is used far more effectively to support learning.
108. In the 2002 National Curriculum tests, the school's results at the end of Key Stage 1 were well above average, when compared with schools nationally and above average when compared to schools in similar contexts. Just under half the pupils reached higher levels. At Key Stage 2, the results were not quite as high. Results were above the national expectation, but only average when compared to similar schools. An above-average proportion of pupils; four in ten, reached higher levels. However, the higher percentage of pupils with special educational needs, within this year group, contributed to the lower standards. Boys and girls achieved equally well. Standards at the end of both key stages rose steadily until 2002, when they fell. The pupils presently in Year 6 are on course to reach the targets the school has set for them in 2003.
109. The standards of pupils currently in Year 2 are above, rather than well above average. The broader picture of their knowledge, taken from examples of previous work, shows that, although pupils develop very secure numeracy and problem solving skills, their knowledge of shape, space and measures, though sound, is not as well developed. There is considerable variation between the expectations teachers have of pupils in different classes. Although progress in individual lessons is often good, progress over time is only satisfactory because teachers do not always provide pupils with work that matches their ability. Over reliance on worksheet-based activities sometimes slows pupils' pace of learning. Higher attaining pupils suffer most because the work is often uninspiring. Pupils with special educational needs make sound progress in the infants but do not always receive the individual attention they need when classes have no additional support.
110. Pupils currently in Year 6 display very secure breadth and depth of knowledge. This group is on course to achieve well above average standards. Heavy emphasis on problem solving permeates all mathematics work and this aspect has improved noticeably as a result of targeted input. Some pupils acquire very mature mathematical thinking. Progress of all pupils, including those with special educational needs, is good throughout the juniors because teachers have higher expectations and work is pitched at a higher level. However, the pupils in lower ability groups sometimes make slow progress when they complete the same work as everyone else and struggle because it is too hard.
111. By the end of Year 2, pupils handle numbers with increasing confidence and apply their knowledge well. Some understand equivalence in fractions at a simple level. More able pupils display good logical thinking when solving simple problems. Pupils of average ability count forwards and backwards in twos and tens, and show great security with larger numbers. Even those of lower ability have a good basic understanding of addition and subtraction.
112. By the age of 11, pupils of all abilities apply strong numeracy skills well to problem solving. They use a greater variety of strategies and organise work well. They demonstrate advanced data-handling skills and, in discussion, display mathematical precision in their reasoning. In a successful lesson on choosing appropriate operations to solve problems, the pupils explained their

thought processes very articulately. They used words like 'total' and 'symbol' in their explanations. Many checked their answers by using a different strategy and those that made mistakes worked out for themselves where they had gone wrong. Pupils of all abilities made good progress because they were well motivated and found the work challenging.

113. Although teaching in the lessons observed during inspection was of a consistently good quality, with a small amount of very good teaching, supplementary evidence indicates that the overall quality of teaching is satisfactory in the infants and good in the juniors. In general, the teachers in Key Stage 2 have higher expectations, make more efficient use of time, and encourage pupils to evaluate their own learning more. Arrangements for grouping pupils according to ability work better for pupils in the juniors than for those in the infants. Older pupils also apply themselves to mathematics with greater maturity. In a lesson for a group of pupils from Years 3 and 4, where the teaching was good, it succeeded because adults and pupils had a mature respect for each other. The teacher gave pupils time to express themselves and created a relaxed, positive atmosphere with plenty of good humour. Not a minute was wasted. Everyone was engaged in purposeful activity. Although these were the lower attaining pupils, they understood their work because it was pitched at the right level and they knew they had made good progress, because they were used to evaluating how much they had learnt.
114. Teachers are very confident in using National Numeracy Strategy and enjoy teaching mathematics. As a consequence, most pupils also have positive attitudes towards the subject. Teachers' subject knowledge is secure. Mental calculation work forms a purposeful start to lessons and motivates pupils well. The pupils' speaking and listening skills are developed well in this part of the lesson. By contrast, the middle part of lessons, when pupils work in groups, is often the least effective. Activities sometimes lack challenge, are dull, and do not always allow pupils sufficient time to practise skills. However, the sessions at the end of lessons are used very effectively to assess the progress made by individual pupils. The language of mathematics is promoted well and pupils answer questions in an informed way. All teachers demonstrate very skilful management of pupils.
115. Pupils have good opportunity to develop mathematical skills in most subjects across the curriculum, through activities such as constructing graphs to accompany their science work. Information and communication technology programs are used well to support pupils' learning in the classroom and the new computer suite is used very effectively on a regular basis to extend numeracy skills. A good example of computer programs being used to develop skills well was observed during a lesson linked to work on angles and turns. Teachers also develop literacy skills through good quality discussion and questioning at the beginning of lessons. They promote vocabulary at every opportunity.
116. However, much work remains to be done. The quality of presentation throughout the school is inconsistent and does not do justice to the pupils' ability. There are also weaknesses in marking. Although some marking is used constructively to help pupils improve, most does little to aid progress. In addition, use of homework varies from class to class. It features strongly in some classes, but not in others. The school has not yet got a tight enough grasp on planning a curriculum for mixed age classes that ensures that the pupils' skills and knowledge will be built on consistently. Currently, no one knows whether pupils repeat work at the same or a more advanced level as they move through the school. Assessment procedures and data analysis are starting to be used with greater precision to identify areas in most need. Target setting and procedures for tracking individual progress still have some way to go before they are firmly established as effective assessment tools. Subject monitoring is another area where progress has been slow. The subject co-ordinator has a strong commitment towards improvement, but is not yet enabled to take responsibility for raising standards by developing a clear overview of whole school provision.

SCIENCE

117. A significant proportion of pupils enter the school with knowledge and understanding that is above that expected for their age. Many pupils have good skills in speaking and listening and have the kind of experiences that bolster their work in science. From this basis most pupils make satisfactory progress as they move through Key Stage 1 and this leads to standards at the end of Year 2 that are above the national average, as they were at the time of the previous inspection. Progress at Key Stage 2 is good and by Year 6 the pupils' attainment is well above average. These levels are

similar to the standards attained in national tests in 2002. Attainment, as measured by the National Curriculum tests, has shown some improvement over the past five years and the pupils in Years 2 and 6 are on course to sustain this trend.

118. Pupils in Year 2 identify a range of common materials and describe some of the similarities and differences. They are aware of some of the changes that can occur to materials and can undertake simple classification. There is good understanding of the elements essential to plant and animal life and how humans change as they grow. Pupils are able to construct simple electrical circuits and can conduct basic scientific investigations with an above-average level of independence. In all these areas pupils' overall attainment is above that expected and represents a satisfactory gain from the time they start school.
119. Standards at the end of Key Stage 2 are well above the national average and higher than they were at the time of the previous inspection. Such achievement relates to the inter-dependence of plant and animal life; to an understanding of the human body, to knowledge of materials and the associated properties; to their ability to classify according to given criteria; and to forces such as magnetism and gravity. In all these areas, a large majority is reaching the expected levels of knowledge and understanding, with a better than average proportion reaching the higher levels. Pupils have good appreciation of the importance and value of the environment to living things. Most exhibit mature levels of independence when conducting scientific investigations and have a clear understanding of fair testing, including an appreciation of the importance of isolating each variable. Most pupils need only minimal guidance when planning and recording experiments using a scientific structure. Pupils are encouraged to design tests, hypothesise, predict outcomes and to reach conclusions based on evidence. Almost all display a level of independence in these investigational skills that is well above average.
120. Literacy and numeracy skills are used satisfactorily to support the subject as pupils record their work using graphs and tables as necessary. The pupils in Years 5 and 6, for example, varied the wingspan of a 'spinner' and recorded the speeds at which the spinner descended on a graph. There is satisfactory use of information and communication technology to support the subject and further development is planned.
121. The quality of learning in Key Stage 1 is satisfactory. The school works conscientiously to build scientific understanding and to enrich pupils' experience. Lessons are planned well and skills and knowledge are built systematically. These efforts result in most pupils, including those with special educational needs, making satisfactory progress as they move through Key Stage 1. This provides an important foundation for the gains made in Key Stage 2.
122. Pupils in Key Stage 2 make good progress. As in Key Stage 1, the teachers and teaching assistants work effectively to ensure pupils have a positive learning experience. Pupils who are capable of higher achievement are encouraged and, at times, are given opportunities to extend the depth of understanding through the additional or more challenging activities. Thus, in a lesson for pupils in Years 4 and 5, relating to filtration, the more able pupils were able to explore an Internet site to further their knowledge. Pupils with special educational needs are supported sensitively and effectively and also make good progress.
123. Teaching at Key Stage 1 is sound and this results in satisfactory advancement. The relationships between teachers and pupils are very productive and class control is secure. There is effective use of scientific inquiry as a means of developing knowledge and understanding across the various aspects of the subject. In a Year 2 lesson investigating the characteristics of magnets, for example, the stimulating activity and the sharp focus on the scientific method successfully motivated the pupils and supported good quality learning. Teaching in Key Stage 2 is good. It is founded on assured subject knowledge and explanations are communicated effectively. Opportunities for scientific discovery are provided and pupils are encouraged to investigate and record their experiments. This was well demonstrated in a lesson for pupils in Years 3 and 4 relating to the measurement of forces. Here, the infectious enthusiasm of the teacher, high expectations and genuine opportunities for experimentation led to very good gains in understanding.
124. The majority of pupils in both key stages have very positive attitudes towards science. Almost without exception, pupils concentrate well and work industriously, demonstrating interest in

scientific inquiry. 'We love the practical work in science' was a theme echoed repeatedly by pupils at both key stages. Pupils invariably collaborate productively when engaged in practical work and are keen to demonstrate their growing knowledge by answering in class and by contributing to discussion. These attitudes make a very strong contribution to the progress the pupils make.

125. The co-ordinator provides conscientious and thoughtful leadership, although her role in monitoring what is going on in the rest of the school is not developed sufficiently. This is particularly important given the very complex organisation of classes that exists. There is suitable balance between the required aspects of the subject, and experimental work is given proper emphasis. Learning is assessed systematically and the information gained is used satisfactorily in evaluating effectiveness and in determining what should be taught next. There is good analysis of test results in order to highlight strengths and weaknesses in the programme. Greater emphasis upon experimental work is an example of how such analysis has influenced what is taught.
126. The previous inspection was generally favourable in respect of science. This position has been maintained, with a further rise in standards at Key Stage 2. There has also been an improvement in pupils' attitudes to science throughout the school. There has been good progress in improving the quality of science provision since the last inspection.

ART AND DESIGN

127. Apart from Year 1, the achievements of pupils of all levels of ability are unsatisfactory and, at the end of Key Stages 1 and 2, standards are lower than they are in other schools. This represents a significant decline since the previous inspection report when standards in art and design were found to be higher than usual for their age at the end of Key Stage 1 and representative of their age at the end of Key Stage 2.
128. In Year 1, the pupils have learned how to weave materials and have produced colourful and well-made woven pieces using textile and plastic. Their 'Rainbow' collages and paintings are colourful and executed competently. The pupils have produced some careful observational drawings using charcoal. Their painting shows a sound technique and care. However, through the rest of the school, the pupils' work shows limited imagination, range and technique. Although there are some sensitive drawings by the pupils in Year 2, the overall standard is below that expected for each age group. The pupils are not taught the skills and techniques they need to build on their expertise consistently. In particular, they are not taught to improve their drawing, painting or use of media, so that, by the time they leave the school, their work shows limited development from Year 1. The weaving produced by the pupils in Years 5 and 6 is little improvement on that produced by those in Year 1.
129. Teachers encourage their pupils to improve their observational skills, but this is not transferred into higher quality. There is too little systematic teaching of observational drawing in most classes. The teachers in Years 5 and 6 have recognised the shortcomings of the pupils' skills and made efforts to develop them, but have been unable to make up for lost time. In some lessons, the pupils are given a wide choice of media with which to work, but are not supported to identify the most suitable medium to achieve the required effect. Consequently, some sensitive and careful drawings are spoiled by inappropriate or slapdash finishing. On other occasions, the uniformity of approach indicates that pupils have little opportunity for individual experiment and exploration and that the teacher generally directs their work over-much. Little art is displayed in classrooms, either the works of famous artists to stimulate the pupils or as a celebration of their own efforts. The range of media used in some classes is rather narrow. The pupils have sketchbooks, but these are not used consistently to develop their skills and some contain little work. In some books much of the work is unfinished. There is limited evidence of three-dimensional work, although the pupils report that they have used clay to make pottery.
130. The older pupils study the work of a limited range of famous artists, including Dali, Monet, Picasso, Warhol and Van Gogh and are well informed about their lives and the work they produced. They are particularly fascinated by the art produced by the Surrealists. However, they do not learn sufficiently from studying the techniques used by these artists, so that these are not incorporated well enough into their own paintings. The pupils study some aspects of Indian art in Year 4 but their experience of non-Western art is sparse and art and design makes insufficient contribution to the

pupils' cultural development. There is little evidence of the library being used effectively to develop the pupils' knowledge of artists or their lives. Information and communication technology does not feature in pupils' work sufficiently, although the older pupils have some experience of using the Internet to carry out research about famous artists.

131. Few lessons were observed during the inspection and none at Key Stage 1. Teaching was satisfactory in all the lessons observed at Key Stage 2. The teachers taught enthusiastically and the activities set for the pupils were interesting. Relationships in classrooms were very good and the lessons were prepared well. However, it is apparent that the pupils do not receive a satisfactory experience through the years. The school has adopted the national guidelines so that the National Curriculum requirements are covered. However, the curriculum does not ensure that pupils build on skills continuously across the range of activities. The co-ordinator is enthusiastic but has not been enabled to carry out her role fully, as she has no opportunity to observe teaching or scrutinise standards in the subject. There are no assessment procedures for art and design. Resources are adequate in quantity, but vary considerably in quality; for example, the paintbrushes in some classes are not well maintained and have an insufficient variety to allow for the teaching of a range of techniques.

DESIGN AND TECHNOLOGY

132. There was little teaching of design and technology during the inspection. Through studying the evidence of these lessons, the work seen in pupils' books, available records, and display material, it is apparent that the standard reached by pupils of all ability, by the end of Year 2, is similar to others of their age. Pupils generate ideas and plan what to do next. They evaluate their own and others' work and suggest ways to improve it. They are aware of constraints, for example the need to make model vehicles that will carry a certain weight. Pupils at the end of Year 6 do not reach the level that is expected nationally and standards have declined since the previous inspection. Pupils have made model shelters, are aware of ways that structures can be made stronger, and have some experience of the use of tools. However, the way in which the subject is timetabled at present means that pupils do not get enough time to develop their skills of cutting, marking and measuring. There is sometimes an imbalance in the time given to design and technology in parallel classes. Pupils in Year 6 are enthusiastic about the subject and obviously enjoy the lessons that they receive. They made parachutes, shelters and puppets, as part of the design and technology day last term. However, pupils at Key Stage 2 do not produce work of an appropriate standard of finish for their age, as in Year 5, where the pupils are still using adhesive tape and split pins to join parts of models.
133. In the few lessons that were seen, teaching was good, and, overall, the standard of teaching is satisfactory. In the good lessons, teachers organised the materials needed well and planned the tasks thoroughly. They also took pains to ensure that pupils increased their grasp of technical vocabulary by using terms like 'evaluation'.
134. The subject co-ordinator is currently on leave of absence; no other teacher has taken responsibility during her absence. The school has adopted the government-approved scheme of work and has allocated topics for each year group. However, the topics have not been analysed or structured sufficiently to ensure that the pupils' skills are developed to a high enough level. There has been no monitoring of teaching or standards in the subject. The school has a food technology area and parent-helpers take small groups of pupils there to broaden their experience. However, these groups are usually withdrawn from lessons in other subjects, so the timetabled provision is sporadic. There are resources kept in a central location and these are of a reasonable quality. However, the quantity is insufficient for class teaching. The recording and monitoring of pupils' progress is not fully in place.
135. There is some display of pupils' work in their classrooms but insufficient to celebrate their efforts. There is not enough photographic evidence to record the pupils' attainment and progress over time. The use of information and communication technology to support pupils' learning in this subject is also under-developed. Pupils with special educational needs have full access to this subject. Pupils co-operate well in design and technology lessons and it makes a good contribution to their

social development. This co-operation is very marked in the cookery sessions, where the pupils work together very sensibly and show a real team spirit.

GEOGRAPHY

136. Standards of attainment at the end of both key stages are above those found in most schools and this represents an improvement since the last inspection. Pupils in Year 2 identify advantages and disadvantages of different modes of transport and are beginning to use maps and plans well. They name the countries of the United Kingdom, while some pupils name the capitals of other European countries. Pupils in Years 4 and 5 are able to compare different types of settlements effectively, considering the advantages and disadvantages of living in towns, villages and the countryside. They identify the features of each and explain clearly and simply why particular features are placed in specific locations.
137. By Year 6, pupils consider, describe and compare different environments well. They have studied mountain ranges in detail and talk about them in an enthusiastic and informed way. They knowledgeably link work on mountains with work done on rivers some years previously. They use independent research skills well to support their learning, including good use of both the library and information and communication technology. The pupils of all levels of ability achieve soundly at both key stages.
138. Overall, the quality of teaching is satisfactory, with some good teaching. In the instances of the most effective teaching, the teachers have a clear idea of what skills and knowledge they want their pupils to acquire and set well-planned activities to reinforce them. Teachers use questioning well and draw on pupils' ideas and misconceptions effectively to develop their ideas. They use the final part of sessions well to reinforce learning, for example when pupils report back on independent research into India and its neighbours. The teachers use the few resources well to support pupils' learning, for example in a Year 2 and 3 lesson the teacher used a big book showing maps and plans to help pupils to distinguish between them. Teachers link work well with other curricular areas, for example work on settlements in Years 4 and 5 is linked effectively with work on invaders and settlers in history. Although teaching is never less than satisfactory, it is less effective when tasks are not well matched to pupils' differing ability levels, where pupils are not provided with an effective model and where teachers allow one pupil to dominate discussions.
139. Pupils' attitude to lessons is good. They participate enthusiastically in discussions, for example in a Year 2 and 3 lesson pupils discussed the differences between maps and plans and the features of an island. Overall, the pupils' behaviour is good. They listen sensibly to the teacher and concentrate well when asked to work independently. They settle quickly to their work and complete it carefully. Their attitudes make a positive contribution to the progress they make.
140. The geography co-ordinator is a geography specialist and has good subject knowledge. She has carried out some monitoring of both teachers' planning and teaching in order to evaluate the impact of national programmes of work for geography that have recently been introduced into the school. She has developed a detailed system of skills assessment, though, as a result of a whole school discussion, this is not used. However, she has not had the opportunity to attend any professional development courses for geography in order to develop her leadership of the subject or to compare standards in the school with those in other schools. As a result, she does not feel that she is fully aware of the standards of work produced.
141. Resources for geography are unsatisfactory. Although the co-ordinator uses a variety of approaches to attempt to supplement resources, including videoing television programmes at home, and seeking donations from local businesses, she is unable to maintain an adequate stock from the very limited budget allocated to the subject. This issue was identified as an area for development at the time of the previous inspection.

HISTORY

142. Standards of attainment at the end of both key stages are above those found in most schools and the achievement of pupils of all levels of ability is sound. Standards are higher than they were at the

time of the previous inspection. The pupils in Year 2 speak enthusiastically and confidently about work on the Vikings. They have detailed knowledge about the origins of the Vikings, Viking gods, warriors and ships and the Viking way of life, particularly eating habits. By Year 6, pupils explain the reasons for the Roman invasion of Britain, describe Roman houses, comparing them articulately with modern homes. They describe enthusiastically a typical day in the life of different Romans and explain how historians know more about the lives of some groups than others. They make knowledgeable comparisons between photographs of the local area 100 years ago and their knowledge of the area in the present day.

143. Overall, the quality of teaching is satisfactory. In the lessons seen in Key Stage 2, teaching was satisfactory with many good features. No teaching was observed in Key Stage 1 during the inspection, but the scrutiny of pupils' work and discussions with them indicate that provision is satisfactory. The examples of good teaching are evident when the teachers demonstrate secure subject knowledge. They set the context for work clearly and emphasise the importance of historical skills. For example, when comparing photographs of the school in different periods in a Year 5 and 6 lesson, the teacher insisted on the pupils focusing on the evidence rather than making assumptions about the period. They use a wide range of effective questioning to challenge and develop pupils' ideas, drawing on pupils' misconceptions well to support learning. They link work well with other curricular areas and with pupils' own day-to-day experiences. For example, the teachers are working on the history of the local area to link with celebrations of the 125th anniversary of the local church. The teaching is less effective when the teachers do not give sufficient consideration to pupils' contributions and when pupils do not have a clear model for their work.
144. Pupils' attitudes to lessons are good and sometimes excellent. They are eager to contribute to whole-class discussions and make interesting and worthwhile contributions. In a Year 6 lesson, pupils who had been comparing past photographs of Clevedon with their knowledge of the town today, worked quietly and extremely productively to create a table of differences. At the end of the lesson, they pleaded with the teacher to let them spend more time on the task. Pupils in Year 2 were exceptionally enthusiastic about a recent visit by a local group who played the roles of Vikings. They spoke eagerly of each of the activities and were keen for photographs of the event to be seen. This interest and enthusiasm makes a positive impact on their learning.
145. The history co-ordinator has been in post for six years. She is enthusiastic about her subject and has worked hard to organise the timetable as effectively as possible to ensure that pupils are not disadvantaged by the rolling programme which is necessary to ensure coverage of the curriculum in mixed age classes. She had prepared a detailed skills assessment sheet, but this is not used following a whole school discussion that found the system too onerous. However, the role of the co-ordinator is not developed sufficiently. She has had no opportunity to attend courses that would support her role as co-ordinator and, as a result, does not feel that she has a sound knowledge of the standards expected by the end of Year 6. She has not had the opportunity to monitor teaching in the subject and does not feel confident to do so in view of the lack of professional development opportunities. Although the co-ordinator uses a variety of approaches to attempt to supplement resources, she is unable to maintain an adequate stock from the very limited budget allocated to the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. There has been considerable improvement in the provision for information and communication technology since the date of the last inspection. The building of a new computer suite, the inclusion of an interactive whiteboard in the hall, and the purchase of a secure trolley with a number of laptop computers which can be used in classrooms have provided all classes with the opportunity to experience whole class information and communication technology skills lessons. Stand-alone computers are available in classrooms for younger pupils. All staff have completed training provided by the New Opportunities Fund.
147. Standards of attainment at the end of both key stages are similar to those found in most schools. Pupils of all levels of ability are achieving soundly. The pupils in Year 2 create text and pictures well using simple word-processing and drawing software and are beginning to manipulate text. They retrieve information using a simple search engine. The older pupils log on and off, open and close

programs and save work in folders competently. By Year 4, they combine pictures and text in a word-processing document and manipulate text well in a variety of ways, changing the style, colour and font size to suit their purpose. They are beginning to use databases and produce graphs to represent the information in them. By Year 6, the pupils interrogate spreadsheets, as well as inputting data and carrying out calculations using formulae. They combine text and graphics in a publishing program and use control software soundly.

148. Overall, the quality of teaching is good throughout the school. Where teaching is at its best, the teachers demonstrate good subject knowledge, build on pupils' own experiences or previous learning well and use questioning effectively to develop children's thinking. They use the interactive whiteboard well to model skills, breaking down learning into small, manageable steps for the pupils, for example when demonstrating how to use a program to control a floor robot to pupils in Year 2. In this lesson, the opportunity for the pupils to experience the movements themselves before attempting to use the program, was also extremely valuable.
149. Teachers set challenging work for pupils. For example, pupils in Year 6 were involved in some very challenging control work that required them to create sequences of instructions to control the changes of two sets of traffic lights. This gave pupils the opportunity to demonstrate both their developing information and communication technology skills and thinking skills. Although the teaching is always at least satisfactory, it is less effective when introductions are overlong and introduce too much new information for the pupils. On other occasions, the work is not well matched to the needs of pupils of different ages or different levels of ability, experience and confidence.
150. Pupils' attitudes to lessons are good and sometimes very good. They enjoy using the computer suite and treat the equipment with respect. Pupils in Year 2 particularly enjoyed using the computers in the suite to play a range of mathematics games, while pupils in Year 3 responded enthusiastically to demonstrations on the whiteboard. During the lessons seen, the pupils' behaviour was good, particularly when teaching was good. They concentrated well when watching demonstrations using the interactive whiteboard, and participated sensibly and enthusiastically when asked to demonstrate to their classmates. As a result they developed and improved their own skills.
151. Subject leadership in information and communication technology is sound. The new co-ordinator is enthusiastic about her subject and is developing her own knowledge and understanding. She has supported colleagues effectively and ensured that all staff are developing confidence in using the computer suite. However, her role is not sufficiently developed. She has not had the opportunity to gain an understanding of the strengths and weaknesses of teaching in the subject or an overview of the standards. Although she is aware that monitoring of the use of information and communication technology in literacy and numeracy has taken place, the outcomes have not been shared with her.
152. Resources for information and communication technology are good and are used particularly well for the older pupils, who have access to the laptop computers for work in information and communication technology and in other subjects. However, the use of information and communication technology is not sufficiently developed in many subjects throughout the school. There is some evidence of pupils using the library in conjunction with information and communication technology for research, but this is not developed sufficiently in many subjects.

MUSIC

153. At the time of the previous inspection, music was an important part of school life and attainment was above average at the end of both key stages. The quality of teaching was good overall and several staff had musical expertise. For many pupils, music still is an important subject and it contributes well to their personal development. The range of instrumental tuition has increased to include brass, oboe and flute. The uptake is good and older pupils who learn musical instruments receive high quality provision and reach above average standards. Despite staffing difficulties, the school has continued to give pupils opportunities to participate in ambitious, high quality productions and concerts. Some older pupils also participate in concerts outside school, such as performances at the Colston Hall. Class assemblies and Christmas and Easter services also provide good opportunities for pupils to extend their good language skills through music and drama.

154. However, standards are not as high as they have been in the past. The pupils currently at the end of both key stages achieve standards similar to those found in other schools and pupils of all abilities make satisfactory progress. There is still a good range of musical expertise amongst staff but the overall quality of teaching is satisfactory, rather than good. However, some teachers lack security and do not know the standards pupils can and should achieve. Consequently, the more able pupils suffer most when they do not receive enough challenge in class lessons. The absence of the substantive headteacher has also had a major impact on provision. The school orchestra has been unable to function and the co-ordinator has not had time to get to grips with the subject, because until recently she has had to assume the duties of acting headteacher.
155. By the end of Year 2 pupils develop a good basic knowledge of percussion instruments. In discussion, they remembered interpreting their own musical symbols on drums, maracas and Indian bells. They described how one pupil had been the conductor and the others the orchestra. They are not as knowledgeable about music for listening and most of the songs they know are linked to the ones they learn in song practice rather than lessons. They clearly liked 'If I Were a Butterfly', and broke spontaneously into song with actions during discussion.
156. By the end of the juniors, both boys and girls have retained their enthusiasm for music. In Year 6, pupils use the language of music well. They refer to 'tempo' in their explanations. One very capable boy talked knowledgeably about 'legato' and 'staccato'. The pupils have the maturity to analyse and compare extracts of music well. However, in discussion, it becomes apparent that their knowledge of some aspects of music is better than others. Singing is the strongest element and pupils demonstrate good knowledge of breathing techniques. Their recall of the music they have listened to is not as strong and they have difficulty remembering much information about when they have used musical instruments to create a composition.
157. The school does not have a scheme of work and this lack of guidance causes problems. The co-ordinator is aware of the urgent need to implement a structured programme, in order to ensure a more consistent approach towards the systematic development of skills. Currently, pupils in Year 4 in different classes cover different topics. In addition, the pupils who learn musical instruments are frequently withdrawn from other lessons for tuition, or withdrawn from music for extra support in other subjects. This arrangement means they do not receive their entitlement, particularly when they miss valuable teacher input.
158. No teaching was observed in Key Stage 1. From discussion with pupils and scrutiny of planning, it is evident that standards of teaching and learning are similar to those in other schools and that achievement is satisfactory. In the juniors, teaching was almost always satisfactory and often good. Most teachers have the confidence to take their own lessons and successfully provide pupils with a worthwhile learning experience. In a successful lesson in Year 6, when pupils were listening to 'The Planets', the teacher developed their speaking and listening skills well during the introduction. Pupils thought about the images the music conveyed as they listened to extracts. Subsequent discussion was of high quality, because the teacher had high expectations. One pupil, who had correctly identified the extract, commented that he knew it was Mars because he pictured red dust as he listened. Others talked about big and bold instruments creating the effect. Very good class management and strong relationships ensured the success of this lesson. In the lesson where weaknesses outweighed the strengths, the pace was too slow and pupils did not make enough progress.
159. The school is aware of the need to use computer programs to develop musical skills further. Currently, information and communication technology does not make a strong contribution to pupils' learning. The school also has further to go in developing literacy skills through the music curriculum. The range of musical instruments is inadequate for whole class teaching. The co-ordinator has a clear view of strengths and weaknesses in the subject and is aware of the need to develop the multi-cultural aspect of music and establish a formal assessment structure. She has not been able to monitor provision because of her heavy management responsibilities. Consequently, no one has a clear overview of the quality of teaching or whether the standards pupils achieve are high enough.

PHYSICAL EDUCATION

160. Attainment in physical education at the end of both key stages is above that expected, as was the case at the time of the previous inspection. At Key Stage 1, in gymnastics, almost all pupils demonstrate expected levels of control and creativity in their movements. They are able to link their activities and to repeat and refine their work. They collaborate sensibly with others when engaged in group work. In games, a good proportion of the pupils demonstrate typical control and accuracy in throwing, catching and fielding. Most have clear awareness of the changes that happen to their bodies during exercise. Dance was not observed during the inspection, but other evidence indicates that this element is properly included in the programme.
161. Standards at the end of Key Stage 2 are also above those found nationally. Very few pupils fail to display the expected levels of co-ordination, expression and control in gymnastics. They link their movements appropriately and improve their performance by evaluating, refining and practising. They are able to work individually and with others. Games skills are also above those expected for pupils of similar ages and a high proportion of the pupils exhibit appropriate levels of ball skills and tactical awareness. Their response to music shows mature, imaginative and sensitive interpretation. All pupils in Year 2 and those at Key Stage 2 are afforded opportunities for swimming and almost every pupil currently in Year 6 is expected to reach the expected standard by the end of the key stage. Not all aspects of the subject were observed during the course of the inspection, but it is clear that they are included in a suitably balanced programme. Pupils of all levels of ability achieve well throughout the school. However, there are occasions when pupils are withdrawn from physical education lessons to receive support in English.
162. The quality of learning is good in both key stages and the majority of pupils make good progress as they move through the school. Pupils steadily achieve greater confidence and control in their movements and become increasingly able to evaluate and improve their performance.
163. The quality of teaching is good in both key stages. Teachers have extremely productive relationships with their pupils and lessons are well organised. Class control is very secure so time is used well and pupils adopt a positive work ethic. This was clearly evident in a lesson for pupils in Years 2 and 3 involving passing techniques using a large ball, where little time was wasted and everyone strived to improve. Activities are approached with enthusiasm and most pupils work with confidence. The majority consistently strive to attain good standards and there is particularly productive collaboration in group-activities. A Year 5 and 6 lesson relating to passing and moving in netball/basketball exemplified such qualities. The better teaching is characterised by good subject knowledge and by the systematic refinement and improvement of pupils' performance. This has a direct impact upon pupils' sense of achievement and upon their progress. In Years 3 and 4 a teacher, developing the steps and interpretation of 'hornpipe' music, for example, gradually introduced the constituent elements, made real demands upon pupils' performance and, with a combination of hard work and fun, promoted significant gains in standards.
164. The co-ordinator demonstrates considerable subject expertise and commitment although he does not undertake sufficient monitoring throughout the school. Sound documentation is in place but there is insufficient definition as to what skills should be taught and when, to guide teachers planning, support a balanced programme and to ensure that skills are developed systematically. Opportunities are provided for pupils to participate in a good range of sports and there is considerable enrichment of the curriculum through the extra-curricular sports clubs. The outdoor facilities available for physical education are good but the school hall is a little small for modern physical education. The limited floor area inhibits both pupils' movement and their opportunities for creative expression.