

## INSPECTION REPORT

**ST ANDREW'S CHURCH OF ENGLAND VOLUNTARY  
CONTROLLED JUNIOR SCHOOL**

Burnham-on-Sea

LEA area: Somerset

Unique reference number: 123785

Headteacher: Mr S E R James

Reporting inspector: Mr Paul Baxter  
25217

Dates of inspection: 7-10 July 2003

Inspection number: 248508

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Voluntary controlled  
Age range of pupils: 7-11  
Gender of pupils: Mixed

School address: Dunstan Road  
Burnham-on-Sea

Postcode: TA8 1ER  
Telephone number: 01278-783558  
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Appropriate authority: The governing body  
Name of chair of governors: Mr Paul Bowkett

Date of previous inspection: December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25217	Paul Baxter	Registered inspector	English as an additional language Science Design and technology Information and communication technology Religious education	The school's results and achievements How well is the school led and managed?
11575	Catherine Fish	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23300	Lily Evans	Team inspector	Educational inclusion Special educational needs Mathematics Art and design Music	How good are the curricular and other opportunities offered to pupils?
7485	Richard Brent	Team inspector	English Geography History Physical education	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

This is a Church of England Voluntary Controlled junior school of average size, with 266 pupils attending the school. A significant number of pupils either enter or leave other than at the normal time of entry. The school serves an urban community in the coastal town of Burnham-on-Sea in Somerset. The socio-economic backgrounds of the pupils are broadly average, and fewer than two per cent come from minority ethnic backgrounds. No pupils need additional external support for English as a language different to their mother tongue. Eleven per cent of the pupils are eligible for free school meals and this is below average. Fifteen per cent of the pupils have special educational needs, a below average proportion, and these include specific learning, emotional, behavioural, speech and communication and other multi-sensory needs. Of these, three pupils have a Statement of Special Educational Needs and this is also below average. Most pupils enter the school now with average levels of attainment, but the starting points of many pupils currently in Year 6 were below average.

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

St. Andrew's is a good, improving school. Good leadership and management, particularly strengthened by the partnership between the headteacher, deputy headteacher and Chair of Governors have established a more effective and consistent level of teaching and learning across the school. Pupils achieve well, including in the core subjects of English, science and mathematics, and standards are rising. The school provides good value for money.

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

- Most pupils achieve well, in relation to their previous attainment, by the time they leave.
- Provision for the pupils' spiritual, moral, social and cultural development is collectively very good and promotes the pupils' very good relationships and good behaviour.
- A very good range of extra-curricular activities and an equally strong set of procedures to support the pupils' welfare underpin the pupils' learning.
- The leaders and managers share a strong commitment to improvement and a more consistent capacity to succeed, and these are raising the pupils' success in learning.
- Teaching and learning are good overall, especially in Years 5 and 6, and in the core subjects of English, mathematics and science.
- The school promotes a good partnership with parents and this aids pupils' learning.

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

- Standards in art and design are too low, and teaching and learning in music do not include all the required strands, limiting pupils' achievement.
- Opportunities to enrich the pupils' learning across the breadth of subjects, for example by promoting literacy skills and using information and communication technology (ICT), independent research and creative expression, are not developed in a consistent fashion through the school.
- The school's provision for identifying and meeting the pupils' special educational needs.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in December 1997. Standards have risen at a rate that is above the national average. Most of the key issues of the last inspection have been rectified, particularly the pupils' attitudes and behaviour that are now good. Overall academic standards have been raised well, especially in mathematics and science. Leadership and management have been improved, especially the contributions of governors and subject co-ordinators. Strengths and weaknesses are identified accurately and leaders and managers target improvement more effectively. Most areas of provision have shown at least good improvement, promoting the pupils' good achievement. The school is still seeking to introduce more opportunities for the pupils to show independence in their learning and is implementing a re-building programme to create more classroom space. The school is well placed to continue improvement.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	B	A
mathematics	C	D	A	A
science	C	C	A*	A*

Key	
very high and in the top 5 per cent.	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Inspection shows that standards continue to rise at a rate higher than that found nationally in response to more consistent and effective teaching and learning that is enabling an increasing number of pupils to build well on their previous learning as they move through the school. This is reflected in the improved performance of the pupils in 2002 shown in the table above. Most pupils currently in Year 6 started from a lower base than last year's group, however, especially in English, and their average overall standard of attainment represents good achievement for most pupils, including higher attainers. The small number of pupils who speak English as an additional language also achieve well due to the effective support they receive. Pupils with special educational needs make satisfactory progress and some would benefit from more consistent support in relation to their specific needs. Standards are above average in mathematics, science, physical education and musical performance. Standards are below average in art and design but are never less than average in all other subjects, including in English by the end of Year 6. The pupils achieve satisfactorily through Years 3 and 4 but achieve more in Years 5 and 6 due to a higher proportion of good teaching. The quality of the recorded work of pupils currently in Year 6 does not match their very good performance in this year's tests, showing that their ability to record and reflect about their learning is not yet as high as their knowledge and understanding. Good teaching and learning are likely to enable pupils to reach the school's updated and more relevant targets set for them this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils show respect and enjoy school.
Behaviour, in and out of classrooms	Good; significantly improved since the last inspection due to consistent expectations and support from all staff.



Personal development and relationships	Very good relationships. Pupils undertake tasks well, but they are given too few opportunities to take responsibility for their own learning.
Attendance	Unsatisfactory; below the national average, partly due to the fact that too many parents take their children on holiday during term time.

The headteacher and staff support the pupils well by valuing their contributions and by sustaining a consistent approach to managing the pupils' behaviour.

### TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	Good

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

Teaching and learning are good overall; over half of the lessons observed were good or better and only one unsatisfactory lesson took place. Most of the good teaching observed was seen in Years 5 and 6. In these classes teachers were more consistent in the expectations they set and in their adherence to curricular guidance, thereby ensuring a more consistent progression in the pupils' learning than seen in Years 3 and 4 where teaching was satisfactory overall. All teachers show a good level of knowledge and understanding of the National Curriculum. They mostly make lessons challenging and interesting therefore learning is successful. Teachers promote very good relationships with the pupils and manage behaviour well through consistent adherence to the school's relatively new and successful behaviour management policy. This improvement has been a key factor in raising the pupils' attainment. Teachers in Years 5 and 6 are generally more effective in adapting the curriculum to meet the differing needs of all the pupils. As a result, potentially higher attainers concentrate and achieve more in these classes than in Years 3 and 4. English and literacy skills are taught satisfactorily and mathematical and numeracy skills are taught well. The teaching of science is good and is securely based on pupils learning through practical investigation. Performing in music is taught very well and teaching is good in physical education and religious education. Teaching and learning is unsatisfactory in art and design, but it was satisfactory in all other subjects where judgements were made. No lessons could be seen in design and technology. ICT was taught well in the new computer suite, but teachers do not make best use of class-based computers to promote learning across the range of subjects. Most teachers are making effective use of assessments of pupils' work in core subjects to raise standards.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; well supported by good links with local schools and extended by a very good range of extra-curricular activities. Music has excellent features, but the music curriculum is too narrow and fails to meet statutory requirements.
Provision for pupils with special educational needs	Satisfactory; but with scope to use individual educational plans more consistently in a few classes to address the pupils' particular needs.
Provision for pupils' personal including spiritual, moral, social and cultural development	Very good overall; very good provision for the pupils' moral and social development and good spiritual and cultural development nurture the pupils' good behaviour and attitudes to school. The pupils are appropriately prepared for life in Britain's multi-cultural society.
How well the school cares	Very good provision sustains the pupils' health and welfare. Good

for its pupils	procedures ensure that bullying cannot cause upset and that assessments are used well to promote pupils' learning. There is scope to promote good attendance more.
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### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; good leadership deriving from the headteacher's partnership with the deputy headteacher and Chair of Governors is supported by well-focused management. Improving subject co-ordination is developing good teaching and learning.
How well the governors fulfil their responsibilities	Under the wise leadership of their Chair, governors fulfil their responsibilities well. All statutory requirements are met.
The school's evaluation of its performance	The school monitors the quality of teaching and learning and the outcomes in terms of the pupils' attainment effectively. As a result, staff receive good support and standards are rising.
The strategic use of resources	Resources are generally used well to promote the pupils' learning. Renovations are currently restricting library facilities.

The staffing and resources for learning are satisfactory. Improvements to the building are currently taking place to rectify the unsatisfactory accommodation, as most classrooms are too small for the number of pupils in each class and restrict learning. The governors apply the principles of best value well to promote school improvement and to raise standards.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The teaching is good and their children make good progress.</li> <li>They would feel comfortable about approaching the school with a problem.</li> <li>Their children like school and behave well.</li> <li>The school expects their children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities provided out of lessons and the amount of work set for their children to do at home.</li> <li>The degree to which the school works closely with parents.</li> <li>The information provided by the school about how their children are getting on.</li> </ul>

The inspection team support all of the parents' positive views expressed above. Inspectors consider that the school has a good partnership with parents and provides them with good information about how their children are getting on. Homework is set appropriately in accordance with the school's policy and with national guidance. The school holds a very good range of activities out of lessons.

## **PART B: COMMENTARY**

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

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

1. Most pupils enter the school with broadly average levels of attainment. However, an examination of the records of pupils currently in Year 6 shows that their overall level of attainment on entering the school was below average, especially in language and communication. The results of the National Curriculum tests for Year 6 pupils over the past five years show a trend of rising standards that is above that found nationally. In particular, a significant rise in pupils' attainment last year reflected the stronger and more successful emphasis placed by senior managers on pupils' academic performance. Improved teaching and curricular planning, especially the more consistent implementation of the National Literacy and Numeracy Strategies, has raised standards. In last year's tests pupils in Year 6, a relatively strong year group academically, attained above average standards in English, well above average standards in mathematics and very high standards in science. These results compared very favourably with the standards found in similar schools and were well above average overall. Evaluations of the pupils' performance between Year 2 and Year 6 must be considered with care given the significant number of pupils entering or leaving the school later than Year 3. In general they indicate that pupils achieved extremely well in relation to their prior attainment. Statutory targets set for the pupils, even those adjusted at a later date by the school, were exceeded significantly. This is a positive demonstration of rising standards, especially of higher attaining pupils, but it is also indicative of the need to continue to raise expectations of what pupils can and should attain in this school.
2. Inspection evidence indicates above average attainment and good achievement overall. Inspection findings are largely based on the performance of pupils currently in Year 6. This is a year group that started school with lower than usual levels of attainment, especially in language and communication, and has been the subject of a significant amount of change, with almost half of the pupils having either left or entered since pupils first entered school in Year 2. Their performance, whilst reflecting good achievement, does not match the standards reached by pupils in Year 6 last year. Observations of the pupils' responses in lessons, from a scrutiny of the pupils' work and from discussions with the pupils, show that the standards reached by pupils in these areas are not as high as their test results are likely to indicate. This is because, having started with less developed language and communication skills, these skills are not as high as their mathematical and science skills and limit their ability to write reflectively or to evaluate and set hypotheses regarding their work. Nevertheless, standards are above average overall in the current Year 6, including in mathematics, science, and pupils' performance in music and in physical education. Standards are below average in art and design, however, reflecting the inconsistent provision across the school. Standards in all remaining subjects, including in English, are broadly average. Over time most pupils, including the small number of pupils who speak English as an additional language and also higher attainers, achieve well. Pupils with special educational needs achieve satisfactorily by the time they leave the school. Their progress is constrained in Years 3 and 4 because the support they have to meet their targets is irregular. Pupils on the profile of special educational needs in Years 5 and 6 are well supported in small groups and individually. Overall standards are above those found at the time of the last inspection, and in mathematics and science they are significantly higher.
3. Inspection shows that pupils, especially higher attainers, achieve more in Years 5 and 6 in response to a more consistent proportion of good and better teaching. In most classrooms learning in lessons, however, was often constrained by teaching strategies that didn't make best use of the restricted classroom space. In Years 3 and 4, inconsistency in the quality of teaching limited pupils' achievement to a satisfactory rate. Across the school, however, the pupils' good attitudes and behaviour and their very good relationships are promoting the pupils' self-esteem and confidence in learning.
4. The teachers' implementation of the National Literacy Strategy is satisfactory overall. The National Literacy Strategy is implemented well in English lessons, especially in Years 5 and 6 where pupils

respond particularly well to the teachers' questioning. However, inconsistent opportunities for the pupils to reflect in writing across the range of subjects and classes generally limit the otherwise good improvement in the way that the National Literacy Strategy is implemented since the last inspection. By the time they leave the school, standards in speaking and listening, reading and writing are broadly average, reflecting the good value added in relation to the pupils' lower than average attainment on entry. Inspection shows that standards in literacy are rising through the rest of the school with an increasing number of pupils on course to attain higher than average standards by the time they leave the school.

5. The pupils' above average standards in mathematics reflect the consistent way that teachers implement the National Numeracy Strategy. Numeracy skills are promoted and used effectively to support learning in other subjects; for example, in science and geography they are used to record graphs of changes in temperature. The pupils' science skills are developed systematically and well as they move through the school. Teaching and learning are based effectively on practical observation. The pupils' knowledge and understanding are extended beneficially in Year 6 by the use of science workbooks that enable pupils to continue their effective learning at home. The pupils' learning is not supported to best effect through information and communication technology (ICT). Teaching and learning in the ICT suite are of good quality and the pupils' skills are developed by their regular sessions in the ICT suite. ICT makes a positive contribution to the pupils' learning in science, but is under-used to support the pupils' learning in other subjects.

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

6. The pupils' attitudes, values and behaviour are good; relationships across the whole school community are very good and do much to promote good learning. There has been a considerable improvement in this aspect since the previous inspection. The school has worked hard to create a positive ethos in which the pupils are able to work and play successfully. As a result, the pupils' attitudes are improving, reflecting also the very good overall provision made for their personal development. However, there has been a decline in the rate of attendance and it is currently unsatisfactory.
7. The pupils are enthusiastic about school. Parents feel their children are happy and enjoy school. All the pupils spoken to during the inspection said how much they like being with their friends and how helpful all the staff are. During the inspection all the pupils came into school willingly at the start of the day and settled well to the daily routines. The oldest pupils are proud of the responsibilities they undertake in school and fulfil them well. The school council draws representatives from all years and provides a very effective forum for ensuring that the pupils' views are taken into account. The pupils, through the council, have been involved in drawing up an anti-bullying statement, selecting and purchasing playground equipment and devising a playground charter. The council has recently produced a pointed set of rules about 'Toilet Manners'!
8. The pupils' attitudes in lessons are good throughout the school, although they are slightly better in Years 5 and 6 due to better teaching in these year groups. These positive attitudes are characterised by high levels of interest, perseverance, confidence and enthusiasm. For example, in a Year 3 literacy lesson about information texts, the pupils answered confidently because the teacher and their classmates listened carefully to what they said. They worked hard on the tasks set, working steadily and purposefully to pick out the relevant facts from the texts. Similarly, in a Year 5 geography lesson, the pupils quickly got on with the work set for them in a previous lesson, remaining fully focused despite the comings and goings of groups of the class to music lessons. They showed high levels of concentration, sought help confidently when they needed it, and covered the work at a brisk pace. The pupils' attitudes in lessons were always at least satisfactory, even when they were presented with mundane and uninteresting tasks. All pupils take part equally, because the class teachers involve all pupils in the discussions and tasks during lessons.
9. Behaviour in and out of the classroom is good overall. Parents rightly hold a high opinion of their children's behaviour in school. Most pupils behave well all the time, but there are a few occasions when pupils do not maintain the high levels expected of them. This is sometimes hampered by the

small size of the classrooms. There are a few pupils who experience considerable difficulty with their behaviour; they generally respond well to the provision made for them. The pupils like the very good system of 'merits' that reward academic success, good behaviour and other positive personal attributes. The school uses exclusions only as a last resort; there has been no need to use this sanction in recent years. No bullying or any forms of harassment were seen during the inspection; the pupils spoken to by the inspection team were happy that if any is reported to staff the matter is resolved swiftly and successfully. Very rarely, racist comments have been reported. The appropriate actions have been taken and the incidents recorded and reported correctly.

10. The pupils' personal development is good overall, although their independent learning and investigative skills need developing further. This is currently hampered, but not impossibly so, by the lack of a fully functioning library and through the confined space in classrooms. The pupils are encouraged to reflect, for example, in assemblies, where they are sometimes asked to focus on the candles, and think about what they have heard during the act of worship. In lessons generally, the pupils listen well to each other and respect what they have to say. They support each other very well. For example, in a performance for parents by Year 3 pupils of songs from 'Joseph', the pupils were full of praise and encouragement for those who took solo parts. The oldest pupils have the opportunity to take on the responsibilities of being house captains; these include serving drinks at lunchtime and preparing and clearing the hall after collective worship.
11. Relationships across the whole school are very good. Pupils of different ages, genders, special needs and ethnic backgrounds play and work together happily. The pupils and staff are mutually supportive and show high levels of respect for each other. These do much to mitigate the cramped conditions in the classrooms, as everyone is aware of the difficulties of moving around easily and the need to be extremely careful and tolerant. In lessons, the pupils work well together when required to. A very sensitive moment was seen during the inspection that illustrates very well the very good relationships between teachers and pupils. When asked by the teacher about their visit to their secondary school on the previous two days, the pupils, very anxious not to upset her, replied, 'Please, don't take this the wrong way, Miss, but we had a lovely time!'
12. Attendance at school has declined in recent years. The level of unauthorised absence is about average. However, the level of authorised absences is higher than desirable, through a mixture of reasons, including illness, but also a relatively high number of holidays taken during term. The school uses homework well to ensure that absence does not seriously restrict pupils' achievement. The school reminds parents of the need for regular attendance in both the prospectus and in newsletters. Most pupils arrive at school on time; however, there are a few who are frequently late and with whom the school works hard to encourage improvement.

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

13. Teaching is good overall, as is learning. Teaching and learning improve somewhat from Year 5 onwards; very little teaching is unsatisfactory, much is good and some is very good. In Years 3 and 4 most teaching is satisfactory with some good features.
14. Most of the good teaching observed was seen in the Years 5 and 6. In these classes teachers were more consistent in the expectations they set and in their adherence to curricular guidance, thereby ensuring a more consistent progression in the pupils' learning than seen in Years 3 and 4 where teaching was satisfactory overall. The overall quality of teaching has improved since the last inspection and almost all of the criticisms made have been tackled successfully.
15. Teaching and learning in English, mathematics, science, religious education and physical education are good at all levels. Teaching and learning are very good in musical performance. Here, teaching is particularly successful in meeting the needs of a wide range of pupils, and providing them with challenging and enjoyable tasks. Pupils enjoy singing in particular and seek to do well. In all other subjects teaching and learning are satisfactory.
16. The strongest feature of teaching is the good subject knowledge of the staff. The match of qualifications to subjects taught is high, except for art and design. The emerging practices of developing the expertise of learning support assistants and concentrating coaching skills are also

building expertise. Pupils benefit from this, gaining good knowledge and understanding of subjects such as music and physical education. An excellent music lesson saw the teacher's high quality subject knowledge at work in effective demonstrations, a regard for performance and high standards. As a result, the boys and girls in the cast learned at a high rate, and acquired a good range of both new skills and confidence.

17. The planning of lessons is good overall, particularly in English, mathematics and science. For the most part, support staff and learning resources are well used to support a good range of learning methods. As a result, the pace of learning is good, and interest is high. Exemplary planning and use of a range of methods were seen in both a Year 5 English lesson and one from Year 6. In these lessons the structure of the activities ensured that pupils of all abilities worked at a demanding pace, planning and sketching out their ideas on limericks and foxhunting. Both teachers used a range of techniques, all carefully timed, to maintain interest and keep pupils busy. Overall, the pupils made good progress. However, whilst individual lesson planning is good, the inconsistent application of schemes of work in some subjects such as art and design makes it more difficult for teachers to plan their lessons effectively. Occasionally the pace of teaching and learning slipped in Years 3 and 4 when the work set for the pupils didn't provide for the full range of abilities in the class and where the teacher had to spend time repeating instructions or maintaining pupils' effort as their attention slipped. This happened at times in science lessons in Years 3 and 4, for example, and constrained the learning to a satisfactory rate.
18. Pupils with special educational needs achieve satisfactorily over time through teachers' good planning, especially in English, mathematics and science. The quality of support during lessons is good and learning support assistants foster pupils' self-confidence well so that pupils offer to answer questions and participate well. A good example occurred in a mathematics lesson, where the learning support assistant's knowledge of the behavioural and learning difficulties of a pupil was a key factor in his progress. At times they do not have the use of resources that would help their understanding. Time out of lessons is rare which means pupils are included fully in lessons. Very occasionally the positioning of physically disabled pupils, difficult in restricted space, is disadvantageous. This adversely affects communication and social interaction. Pupils are grouped appropriately for literacy and numeracy lessons and these are usually taught well. Pupils benefit from consolidating basic skills and working at an appropriate pace, although one-to-one support is infrequent and irregular, limiting the rate of progress of pupils in Years 3 and 4. In a number of lessons in subjects other than English, mathematics and science, teachers' plans show that work is the same for everyone and unmatched to pupils' needs. Although some teachers do not always plan different tasks for pupils with special educational needs in some subjects, the good support they receive means that their achievement is always at least satisfactory.
19. For the most part, expectations of both behaviour and of work are good. The management of pupils' behaviour is also good in most classrooms, leading to a calm working environment for all pupils. This is particularly creditable as all teaching rooms are crowded and the shape of many presents additional problems. As a result of the open-plan building, it is not always easy to ensure that there is a quiet atmosphere in which pupils can listen and concentrate. A Year 6 lesson on personal, social and health education illustrated the teacher's strengths in this respect. The management of pupils was excellent; it was based on very good relationships which are also common across the school. The teacher used patience and praise well. Consequently, the pupils concerned made very good gains in speaking and listening skills as they discussed their recent visit to the secondary school.
20. Occasionally learning was restricted by the teachers' insufficient use of space, for example by filling classrooms with too much furniture. This limits the teaching and learning strategies followed by teachers and, in particular, reduces the opportunities pupils have to learn through independent research.
21. Expectations are being raised by the use of target setting based on the pupils' prior attainments. Together with improvements in marking, this represents an improvement since the last inspection. The quality and use of ongoing assessment are satisfactory, being better in English, mathematics and science than in most other subjects. The target setting scheme, whereby pupils are given

clear areas to improve, means that many pupils have a very clear idea of the impact of their learning. Currently, however, progress in this varies between satisfactory and good from class to class.

22. The teaching of the basic skills of literacy and numeracy is satisfactory overall. Work on literacy and numeracy in subjects other than English and mathematics is starting to draw upon the examples of the literacy and numeracy strategies. The use of key words, and a wider range of writing, is developing in most subjects, particularly, geography, history and religious education. However, the lower starting points in terms of language of many pupils currently in Year 6 still restrict the quality of their writing at times. The lack of a clear policy on the cross-curricular use of literacy means that opportunities are not always being taken in lessons to develop these skills. Good examples of the development and use of numeracy skills were seen in science and physical education. Whilst most teachers now have basic competence in using information and communication technology (ICT) to support learning, the work done tends to repeat relatively modest skills from subject to subject rather than raising standards of computer use. There is also a shortage of appropriate software in many subjects and restrictions on computer use are inevitable given the large numbers of pupils in some classes and the small size of the classrooms.
23. In most lessons, teachers are effective in meeting the needs of pupils, including a small number of pupils who have English as an additional language and gifted and talented pupils. They accomplish this through careful questioning. This was seen, for example, in a religious education lesson in Year 5, where the teacher drew new learning and ideas about laws and rules by developing and building on the pupils' responses to questions. Such focused teaching of pupils ensures that they learn effectively.

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

24. The curriculum provided by the school is satisfactory overall. Musical performance is a strength of the school and promotes personal development very well. Annually, the school produces several music and drama performances of a high standard in the school and at the local theatre. Strong elements of the curriculum are English, science, geography, physical education and personal, social and health education, all of which have good schemes of work. Information and communication technology (ICT) also has a good scheme of work, but is not well planned and utilised across the curriculum. Links with the infant school and secondary school are now good, which is a very good improvement since the last inspection. Issues of time slippage between lessons, and planning and provision for higher attainers have been addressed well. Teachers include pupils effectively in classroom discussions and through questioning and additional support ensure that they make at least satisfactory progress, but the curriculum for pupils with special educational needs is only satisfactory. This is because the pupils' individual educational plans are not always given sufficient attention, especially in Years 3 and 4. There is a satisfactory range of visits by children and visitors to the school, which enhance pupils' experiences.
25. The curriculum is carefully planned in most subjects, where it is well established, balanced and relevant. The curriculum for art and design, music and mathematics has imbalances of coverage of strands of national programmes of study. In mathematics, from the scrutiny in Year 3 there is an apparent imbalance in favour of number. In spite of this standards in other strands, for example, shape and space, are not adversely affected. This is because in the lessons observed using and applying mathematics were well represented in mental oral sessions. The music curriculum is unsatisfactory and statutory requirements are not met because it is in outline only and there is a lack of emphasis on opportunities for composing and appraising music, but high emphasis on playing and performing. The planned art and design curriculum has an overemphasis on drawing and painting and not enough two- and three-dimensional art. There is evidence to suggest from the scrutiny of work that the planned time for art and design and design and technology, already squeezed, may be omitted some of the time in favour of core subjects. Although this has been effective in establishing higher standards, it narrows pupils' creative experiences. All subjects have well-prepared policies and follow nationally recommended schemes.

26. The curriculum is culturally enriched by a sound programme of visits and visitors, which supports learning in English, history, music, science, design and technology and art and promotes personal development well. In Year 6, pupils have a residential visit to the Exeter Youth Hostel. Pupils have regular visits to Bristol Zoo, Bristol Art Gallery, Caerleon and field trips such as to the source of the River Parrett. Visitors to the school include the Vicar of Burnham to lead worship, and representatives from a school in Kenya, from the Royal Society for the Protection and Care of Animals, and from Dr. Barnardos. A visitor from New Zealand also helped pupils with their understanding of the world and issues of poverty and human rights. They have a regular visit from a representative of the Islamic religion who promotes understanding of other religions and cultures. In addition, there have been worthwhile visits from historical performers and puppeteers.
27. The school has sound links with the community and with the local church where pupils perform at Christmas, and also to local residential homes for the aged. Through the 'Global Education' project in geography, pupils raise funds for world charities such as Christian Aid and 'UNICEF'. They also raise funds for local charities during the Harvest Festival. The school explores the resources within the locality well to help pupils' understanding and awareness of the community of Burnham as it was in the past. Pupils also conduct surveys on traffic at the roadside and interviewed a representative of the local supermarket in connection with 'Fair Trade Fortnight'.
28. Teachers adapt the curriculum and provide appropriate work for higher attaining pupils and a few, especially in Years 5 and 6, provide challenging extension activities. However, opportunities for independent research in the library and work on computers are severely curtailed by the current building programme, large class numbers in small classrooms and inefficient use of the working space available. The school provides various forms of extra support in Literacy, and these are effective in raising standards of lower attainers and pupils with special educational needs, particularly in Years 5 and 6.
29. The strategies in place for teaching literacy skills are satisfactory and for numeracy skills good overall because they are used well and developed across a range of subjects. The daily mathematics lessons are taught effectively overall and there are good links made to other subjects such as science, geography, personal, social and health education and history, all of which enhances pupils' learning. Strategies for teaching literacy skills are generally good in English lessons, but they are less well used and opportunities limited, particularly in religious education and ICT. The use of ICT across the curriculum is at present weak in most subjects and year groups, although stronger in Year 4. The promotion and use of ICT and literacy skills have been constrained recently due to re-building works, The school has plans to rectify this as soon as possible.
30. There is a very good range of extra-curricular activities after school and at lunchtimes. They include a craft club and gymnastics club for Year 3, and a book club, and a drama club for all ages when productions are being prepared. There are clubs for table tennis learners, and country dancing for Year 5. Pupils in Years 5 and 6 have opportunities to join chess, cricket, football, and table tennis clubs. Recorder lessons are free for everyone and, through the Somerset Music Organisation, the school purchases lessons in woodwind, string and brass instruments, paid for by parents. There are regular matches in football and netball, for example, against local schools.
31. A good policy and scheme of work are in place for personal, social and health education, a very good improvement since the last inspection. The policy reflects the aims of the school well and strands are normally delivered across the curriculum and in a variety of ways including school assemblies and sports and team activities, as well as visits and residential experience. Citizenship is promoted particularly strongly through 'Global Education' in geography, where pupils' awareness of world issues is central to learning. Pupils' firsthand experiences of the school council aid their understanding of the democratic process and the importance of the personal qualities required in a role of responsibility. Among other achievements, council members have been effective in drawing up a very good anti-bullying policy. Respect for similarities and differences between peoples and in personal relationships come through the work of the school and the positive relationships and very good role models that staff provide. Assemblies provide strong support for pupils' moral teaching and when talking to pupils they cite assemblies as the



place where they are reminded about issues such as bullying or helping each other. The dangers of drugs misuse and sex education are now taught suitably to all pupils.

32. Pupils' spiritual, moral, social and cultural education is very good overall. There are particular strengths in moral and social development. This represents very good improvement since the last inspection when spiritual, moral and social provision was judged satisfactory and cultural development unsatisfactory. This reflects the hard work and determination of the school to improve standards, the quality of the school environment and the sharing of ownership with the pupils of these changes. Performance in music makes a strong contribution to pupils' spiritual and social development through the opportunities to foster self-esteem, confidence and personal success.
33. Spiritual development is good. Although it is not specifically planned for, occasions arise through the school week in a wide range of situations in which pupils experience special moments. One pupil reported to a teacher following a lesson on archaeology in ancient Egypt, 'When I found the coin in the sand, I realised how special it was to find something that was 2000 years old.' In assemblies there are very good opportunities for pupils to have moments of reflection, such as, 'Think how you could help someone today'. Opportunities for creativity in art and design and in composing in music are less developed, restricting pupils' awareness and skills. Through the 'Global Education' programme pupils are encouraged to become aware of hurt, injustice and aggression, to respect the environment and the values by which people live.
34. Moral education is very good and is underpinned by the consistent implementation of the school's agreed behaviour policy by all staff. Pupils respond well to the teachers' high expectations of behaviour, to the messages of assemblies, the role models provided by the adults working in the school and each other. They develop mutual respect, a sense of conscience and have a strong moral sense of right and wrong. Pupils were clear about the action they would take if someone was observed name-calling. They trust the staff who encourage them to take responsibility for their actions.
35. Social education is very good because the school actively fosters good relationships, co-operative working, and being pro-active in helping people in need. Through drama and musical performance, one boy said how the experiences had helped him become confident in front of others. The safe and open learning environment encourages pupils to express their views and opinions. The school provides many opportunities for pupils to work collaboratively in all subjects. Opportunities for the pupils to show independence in their learning are not provided as consistently across the school and this restricts the pupils' ability to learn by making their own choices. The school sets out to promote different aspects of success through sport, pastimes and performance, and is not solely reliant on academic success.
36. Provision for cultural development is good and this is a very good improvement since the last inspection. The school's emphasis on 'Global Education', especially through geographical study, promotes the pupils' understanding of world issues well. Initiated by discussion in class and by stories from a range of faith backgrounds in assemblies, the pupils are prepared satisfactorily for life in Britain's multicultural society. Religious education makes a significant contribution to pupils' knowledge of other cultures through teaching about beliefs of different religions and cultures. The main Christian festivals are celebrated. In religious education, pupils learn about those of other religions such as those celebrated by the Jewish and Muslim faiths. Pupils are encouraged to enjoy literature and poetry, including that of other cultures, in their lessons. Through music they have opportunities to play a small range of instruments from other cultures and sing songs from around the world.

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

37. The school takes very good care of its pupils through a range of very good procedures and policies aimed at securing their health, safety and welfare. This is a considerable improvement since the last inspection. The school works hard to create a warm and welcoming atmosphere in which everyone is valued and can work together happily. All the staff know the children very well and are

concerned to do their best for them. The very good relationships that develop between the adults and the pupils build the confidence and trust that the pupils need to concentrate on their learning.

38. The school has very good procedures for child protection. The staff are very vigilant in this area and know what to do if they have concerns. The special educational needs co-ordinator is the designated officer and she takes her responsibilities in this area very seriously, making very good regular use of outside agencies. The health and safety of the pupils is covered by a number of relevant policies, including risk assessment for all the activities undertaken. Very good arrangements are in place currently to ensure the pupils' safety during the alterations to the building. The pupils are very well supervised during the day. The site and buildings are well maintained; all appliances, apparatus and alarms are tested regularly. The pupils are encouraged to eat healthily by only being allowed to bring or purchase fruit to eat at break-time.
39. The school has produced good policies and procedures for promoting and monitoring behaviour since the last inspection when the need to improve these was identified. The change of emphasis from sanctions to encouraging, praising and rewarding good behaviour have contributed to the improvement in behaviour and encouraged the more positive ethos in school. This has also had a positive impact on the quality of teaching and learning and on pupils' achievement. The procedures include a 'merit' system that encourages the pupils to work hard, behave well and be kind and helpful. Should problems arise with a pupil's behaviour, the school is usually able to involve the parents at an early stage; they are generally supportive of the school. Minor concerns about behaviour are recorded by teachers; anything more serious is recorded by the special needs co-ordinator. Any incidents of bullying are taken very seriously. The school has good and successful measures to resolve any problems and concerns, including guidelines drawn up by the school council.
40. The school makes good provision for monitoring and supporting pupils' personal development through its policy for personal, social and health education. The staff produce an interim report for each pupil in the spring term covering behaviour, effort made in school and homework. This is an effective way of tracking the pupils' personal development and helps to promote the very good knowledge the teachers have of their pupils. The annual report by teachers to parents also shows how well their children are known to them.
41. The monitoring and promoting of attendance is satisfactory, an improvement since the last inspection. The school uses the educational welfare service well to support its work. New initiatives such as the process of contacting home on the first day of absence, however, have not been in place long enough to have a marked effect on attendance. The school's rigorous discouragement of late arrival to school has partially contributed to an increase in absences being identified as unauthorised. The school has worked hard to ensure that it is aware of the reason for any absences and follow up where necessary. Given the below average level of pupils' attendance, however, there is a need to promote good attendance even more effectively, especially by discouraging holidays from being taken during term time more strongly.
42. The school complies with the statutory regulations relating to the provision for pupils with special educational needs. A good range of outside professionals are involved in assessing and advising the school. Termly reviews of progress that pupils have made towards the targets in their individual educational plans are completed regularly and effectively to ensure that pupils improve satisfactorily.
43. Procedures for assessing pupils' attainment and for monitoring their progress in English, mathematics, science and physical education are good. This represents good improvement overall as procedures at the time of the last inspection were satisfactory and use of assessment was unsatisfactory. Procedures are unsatisfactory in religious education and design and technology and satisfactory in all other subjects. Since the last inspection, improved links with the local infant school and exchange of assessment information enhance that from the end of Year 2 national test results. The school tracks progress through annual reading tests and optional national tests at the end of each year. Additionally there are routine spelling tests and table tests in all years

44. In English, mathematics, science, ICT, physical education and geography, the pupils' developing skills are monitored and recorded well. In other subjects, there are insufficient formal procedures for tracking pupils' progress in skill development. However, teachers' good knowledge of individual pupils helps them to ensure future planning is satisfactory.
45. The use of assessment information is satisfactory overall. Assessment on entry is used to group all pupils in English and mathematics. Although it is also used to identify pupils with special educational needs, it is not always effective in identifying pupils with less specific or significant needs. This results in a number of pupils making less progress, especially in English. Information about levels of skills that pupils have reached is not used to best effect to set individual targets for achievement in Years 3 and 4. The school uses such information well from the end of Year 4 to set targets for the end of Year 6. A few pupils have literacy targets entered into their books but this practice is inconsistent and this reduces the positive impact this strategy can have on pupils' achievement. In the core subjects teachers assess the progress of their groups against National Curriculum level descriptions and this system usefully highlights areas that require more practice and teachers incorporate it into medium term planning in core subjects. Monitoring of individuals' progress, including those with special educational needs, is developing fast now and is satisfactory overall. In Years 5 and 6 the information from formal testing is used effectively to identify pupils who need support programmes and to target areas where pupils' skills are weak.
46. The pupils' individual educational plans are monitored regularly and satisfactorily by the special educational needs co-ordinator, who supports teachers in writing targets. The degree to which class teachers use these evaluations in their day-to-day teaching varies across the school, limiting their value. However, all teachers and support assistants use their good personal knowledge of these pupils sufficiently to ensure that they make at least satisfactory progress. Annual reviews are not well attended, but those parents who do attend are consulted in setting targets. Although pupils with special educational needs achieve satisfactorily overall, several could achieve more.

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

47. The parents' views of the school are very positive overall and the school has an effective partnership with parents. This shows that the school has built successfully on the sound relations with parents it had at the time of the last inspection. Those parents who returned the questionnaire or attended the meeting before the inspection expressed generally very positive views; these were supported by the parents spoken to during the inspection. There is particular confidence in the areas of teaching and in what is expected of their children, both academically and in personal development. Parents feel confident in the leadership and management of the school and are happy to approach the school if they have any problems or concerns, which is particularly important for ensuring good relationships. Inspectors agree with the very positive views held by parents. The analysis of the parents' responses in the questionnaire is very similar to that of opinions expressed by parents through a shorter survey undertaken by the school earlier this year.
48. Information provided for parents is good overall. Regular newsletters are appreciated by most parents as they keep them up-to-date with what has been happening in school and what activities and events are coming up; dates are given in good time and this is appreciated. Parents receive an annual report in the summer term that gives them good information on how their children are doing, together with how this compares with national levels. The comments within the reports are honest and show where the pupil has strengths and where there is a need for improvement. An interim report in the spring term concentrates more on personal development; it gives grades for effort, behaviour and the completion of homework. This written information is supplemented by a meeting with the teacher, if parents wish. Meetings early in the school year help to establish a relationship between home and school - these are generally well attended by parents, as are events and shows involving their own children. For example, a large number of parents attended the performance of songs from 'Joseph' given by Year 3 during the inspection. However, meetings, for example, about aspects of the curriculum, such as a recent one on drugs education, are very poorly attended. Most parents have signed the home school agreement and make a positive contribution to their children's learning. Overall, the school works hard to develop and maintain its

links with its parents; in return it enjoys the confidence of the community from which its pupils are drawn.

49. Parents particularly like the ease with which they are able to talk to the headteacher or his deputy. One of them is in the playground before or after school most days; this makes contact easy, so problems generally can be tackled at an early stage. The parents spoken to during the inspection especially like this availability. Comments in, together with the signing of, the homework book shows that most parents support their children's homework. The St. Andrew's School Association organises a number of fundraising events during the year and raises considerable sums to support the school in its work. Money has been used recently to buy new playtime equipment, decided upon by the pupils through the school council. These purchases have promoted purposeful play and fun at break-times.
50. Parents of pupils with special educational needs are very well informed of their progress through helping to set learning targets and working with their children towards these targets. This ensures their satisfactory achievement.

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

51. The leadership and management of the school are good overall. Staff and governors share a strong and increasingly more consistent commitment to improvement and a good capacity to improve further. The school has shown good improvement since the last inspection. The headteacher's carefully developed and effective structures of management have been substantially enriched by the successful team-orientated approach to leadership and management that stems from the combined work of the headteacher, deputy headteacher and Chair of Governors. This has led to a greater empowerment and involvement of the staff and provides significant enrichment to the development of the school and to pupils' achievement.
52. Most of the key issues identified in the previous report over four years ago have been rectified. In particular, those relating to teaching and learning, planning the curriculum, raising pupils' attainment and increasing the effectiveness of subject co-ordinators and of the governing body have been addressed well. The impact of these changes is seen in the effective day-to-day learning of the pupils and is illustrated over the last two years by the greater achievements of pupils and by the significant rise in standards, particularly in mathematics and science, by the end of Year 6.
53. The headteacher, ably supported by the deputy headteacher and Chair of Governors, has placed a strong and successful emphasis on improving the pupils' attitudes and behaviour. Expectations of staff, of pupils and of parents have been raised and the consistent implementation of the school's positive behaviour management policy has been the key factor in achieving this improvement, which has also strengthened the school's ethos for learning.
54. Monitoring and evaluation of the school's performance are good. The monitoring and support of teaching is equally effective and has promoted the improving teaching and learning seen across the school, but especially in Years 5 and 6. Subject co-ordinators monitor provision well and have a clear awareness of the quality of teaching and learning in their subjects. This is enabling them to supply accurate information to the headteacher and to contribute to the school's development. This is represented in a well-thought-out school improvement plan and is shown, for example, by the improved challenge now presented to potentially higher attaining pupils and their improved performance in national tests.
55. The co-ordinator for special educational needs manages the provision for special educational needs satisfactorily. Senior managers are not as effective as they could be in developing more consistently good practice in this aspect. There are suitable structures in place to support pupils with special educational needs. Learning support staff are becoming proficient and have had suitable training in, for example, how to implement the methods outlined in the Additional Literacy Strategy. There is scope, however, to strengthen this provision to raise pupils' achievements.

56. Through its supportive committee structures and actions and by regularly visiting the school, the governing body meets most of its responsibilities well. Led by an experienced and dynamic Chair, governors are supported by clear management structures and contribute to the school's educational direction effectively. The Chair in particular supports the headteacher well and helps to ensure that bureaucratic demands do not deflect him from the day-to-day leadership of the school. The headteacher and deputy headteacher have proficiency in ICT and work well with a very capable and experienced school administrator to ensure that information management systems are utilised to enhance the efficiency of the school, for example, using ICT to analyse and account for the school's budget. The governors are also industrious in working with the local community and in improving the accommodation to enhance the pupils' learning. Daily acts of collective worship and provision for religious education meet statutory requirements and also make a good contribution to racial harmony. The school has an appropriate policy and is effective in promoting racial equality.
57. The staffing level is satisfactory overall. The large number of pupils in relation to the number of teachers is counterbalanced by a good number of support and administrative staff. The match of teachers' qualifications to subjects taught is good, leading to good overall learning across the attainment range. The school has an above average number of learning support assistants to help the average number of pupils with special educational needs. They are well deployed and good examples both of their work and that of additional part-time teachers were seen in special educational needs and literacy support. Their impact on learning is, therefore, maximised. All adults who work for the school are valued. Arrangements for the induction of staff new to the school are good, as is the manner in which, in partnership with other institutions, it is involved in the training of new teachers when necessary. Staff development needs for teachers and support staff are identified clearly, and matched well to development priorities. The arrangements for the appraisal and performance management of staff are good.
58. The current accommodation is well cared for but it is unsatisfactory, as classrooms are too small and poorly shaped for most classes. There is also an absence of suitable spaces for withdrawal purposes. Governors are addressing this issue through a re-building programme, but there is scope for teachers to make more effective use of available space by reducing the amount of classroom furniture and by promoting more independence in pupils' learning. The school has very spacious and well-kept outdoor areas and these are used most effectively to enrich the pupils' play and to promote their achievement especially in sports. The school's spending on learning resources is similar to that of that of most schools and overall resource provision is satisfactory. The number of new computers is somewhat behind the national average but the relatively new ICT suite is a significant development. Currently, there is no library because of the re-building works but the number and quality of books held by the school are appropriate and provision will be satisfactory when the proposed library is developed.
59. Financial control and management are good. The funds received by the school are used effectively to improve standards and achievement and to provide a good quality of education. Good use is also made of specific grants, for example, to raise standards in literacy and numeracy, and the high level of funding carried forward from last year's budget has been used well to increase the use of ICT to aid pupils' learning. Principles of best value are applied efficiently and help the school to provide good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to sustain the development of this self-evaluating and self-improving school, the headteacher, staff and governors should:

1 Raise standards in art and design and ensure that pupils learn in all strands of music by: (paras. 13-22; 23-35; 86-89; 113-117)

- improving the breadth and balance of the curriculum in these subjects;
- ensuring that teaching enables the pupils to acquire the necessary skills progressively as they move through the school. (\*)

2 Widen and enrich the pupils' learning by: (paras. 13-22)

- providing more opportunities for the pupils to learn through creativity, enquiry-based learning and independent research, for example, by using ICT, and by promoting the pupils' literacy skills across the curriculum;
- implementing more consistently agreed curricular policies and plans, especially in Years 3 and 4;
- utilising available classroom and other indoor space more effectively;
- continuing to improve the accommodation available so that it more readily supports pupils' learning. (\*) (P)

3 Improve the provision for pupils with special educational needs by: (paras. 23-35; 36-45)

- strengthening the procedures for identifying pupils' specific needs;
- improving the assessment and monitoring of pupils' progress. (\*)

In order to support the school's ongoing improvement consider the inclusion of the following minor issue within an action plan: (para. 12)

- strengthen the procedures for promoting the regular attendance of pupils. (\*) (P)

(P) = Key Issue still to be addressed from the previous inspection.

(\*) = Issues already identified for development by the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	17	18	1	0	0
Percentage	2	14	40	42	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	266
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

#### Special educational needs

	Y3– Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	38

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.9

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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*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 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	40	32	72

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	35	39
	Girls	28	31	32
	Total	62	67	72
Percentage of pupils at NC level 4 or above	School	85 (61)	92 (56)	99 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	36	40
	Girls	27	31	30
	Total	61	68	71
Percentage of pupils at NC level 4 or above	School	84 (68)	93 (67)	99 (81)
	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	208	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	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	48	0	0

*The table refers to pupils of compulsory school age. only. It gives the no. of exclusions, which may be different from the no. of pupils excluded.*

**Teachers and classes**

**Qualified teachers and classes: Y3– Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26. 6
Average class size	33. 25

**Education support staff: Y3– Y6**

Total number of education support staff	11
Total aggregate hours worked per week	257

**Financial information**

Financial year	2002-2003
	£
Total income	636,665
Total expenditure	614,647
Expenditure per pupil	2,364
Balance brought forward from previous year	40,247
Balance carried forward to next year	65,265

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	266
Number of questionnaires returned	88

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	3	1	2
My child is making good progress in school.	49	48	3	0	0
Behaviour in the school is good.	36	62	2	0	0
My child gets the right amount of work to do at home.	30	53	16	1	0
The teaching is good.	57	41	2	0	0
I am kept well informed about how my child is getting on.	33	49	17	1	0
I would feel comfortable about approaching the school with questions or a problem.	60	36	1	2	0
The school expects my child to work hard and achieve his or her best.	65	33	1	0	1
The school works closely with parents.	37	47	13	2	1
The school is well led and managed.	59	34	5	1	1
The school is helping my child become mature and responsible.	51	41	6	1	1
The school provides an interesting range of activities outside lessons.	41	36	14	6	3

**Other issues raised by parents**

Parents expressed the view that St. Andrew's is a good school that continues to improve.

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

**ENGLISH**

61. Standards seen in the current Year 6 are broadly average. This represents good achievement because the majority of these pupils' standards were well below the average at the end of Year 2. For example, the value added, that is the progress made since Year 2, in reading is higher than it has ever been. Overall standards are lower than in last year's tests mainly because of the difference in attainment levels between the two year groups.
62. The quality of provision in English is good. Its strengths are the improving standards, particularly in Years 5 and 6, and in reading across the school. Standards in writing are also improving across the school in response to a clear and effective action plan. The co-ordinator provides clear leadership, based on raising standards still further. Areas for improvement are linked to weaknesses both in teaching literacy in other curriculum subjects and in the use of assessment.
63. Results in the 2002 end of Year 6 national tests were above average, an improvement on the average results since 2000 and the result mainly of a very able group of pupils and good teaching. In 2002, girls generally out-performed boys but not in any significant way when compared to the national picture. The 2002 results represent good achievement overall in relation to the pupils' attainments at entry.
64. Standards of speaking and listening are average, but improving across the attainment range. The school provides a rich diet of music and drama productions in which many pupils perform and benefit. Partly as a result, only a small number of lower attaining pupils find it difficult to have make relevant contributions to discussions. Standards are average overall in reading, but more than the national average of pupils reach the higher Level 5. These higher attainers analyse texts successfully: they respond to the key features and support what they like by referring to what they have read. Average attaining pupils generally read independently, but have greater difficulty in understanding more complex texts because of their limited strategies. Lower attaining pupils have a limited repertoire of strategies to cope with more difficult texts; as a result, they lack confidence to tackle more demanding reading tasks. These pupils also lack skills to locate information and this also impedes their progress in other subjects. The school has a good supply of resources for learning but currently the school is handicapped in this respect because the library is out of commission as a result of building adaptations. Class-based collection of books are helping to bridge the gap, temporarily, but access is restricted in the small classrooms limiting their value.
65. Improvement has been less good in writing, but this is in line with the national trend. Standards are marginally below average, with numbers of pupils working at the higher Level 5 also below average. These higher attainers are often girls: they write well and engage the reader. They are able to adopt a range of writing styles, as in the newspaper article headed "Bye-bye Boudicca". There have been improvements in the organisation, coherence and accuracy of most middle attainers' writing. Lower attainers have weaknesses, varying their vocabulary and sentence construction for a variety of purposes. Another major challenge for these pupils is to improve their handwriting and spelling. Punctuation is usually satisfactory. Pupils with special educational needs sustain their satisfactory progress against the language and communication targets in their individual educational plans. Literacy targets, especially those related to writing, however, are not always sharp, constraining achievement.
66. The subject is not systematically helping to develop the pupils' application of numeracy skills, for not all teachers emphasise the language of mathematics to best effect. Its use of ICT is satisfactory. Currently, pupils have to share computers and this inhibits opportunities for drafting and re-drafting.
67. Standards of teaching and learning are good overall, being somewhat better in Years 5 and 6. The teachers' subject expertise is good and pupils enjoy most of what they study. Lesson planning is also good overall. Particularly good examples were seen in Years 5 and 6 which reflected a

determination to improve standards in both persuasive writing and poetry, by producing a strong focus on what the pupils needed to learn, and then identifying tasks to help them learn well. Thus, in the first lesson, the teacher emphasised the distinction between a fact and an opinion; in the second they reminded the pupils of the difficulties of writing in the style of Edward Lear. Both lessons resulted in good gains in learning. A similarly explicit approach was equally successful with a Year 3 class learning how to identify the parts of a piece of writing which told them about dolphins before organising the facts and writing them down. These lessons also used other effective methods such as a blend of whole-class, pair, group and individual work; support staff were deployed well. Class management was good. As a result, the pupils' interest was sustained; they worked hard and produced work of good quality and quantity. This very good practice is not consistently embedded across the school, but the subject co-ordinator is determined to move towards it by highlighting the success of these strategies in discussions with colleagues. Teachers' questioning skills are often limited: many have a tendency to expect answers in seconds rather than organising sessions in such a way as to give a pupil time to organise and express their thoughts and, in so doing, improve their thinking and speaking skills. The attitudes of the pupils are mainly positive but sometimes a few some boys distract other pupils. The management of pupils is rendered more difficult by the shape and size of the classrooms. For example, pupils' concentration is often affected by noise, or singing, elsewhere and not everyone can easily see the board. Towards the end of one lesson, pupils reading their work to the class could not be heard on the other side of the room because a neighbouring class was packing up.

68. Marking is variable: good practice was seen in some classes, but in others it is barely satisfactory. The major weakness lies in the absence of clear pointers for improvement. Homework practice is good. The school has a well-organised system which has played an important part in raising reading standards by involving parents. The pupils' knowledge of their target levels and grades is better in some classes than others and is satisfactory overall. All pupils have reading and writing targets, but not all targets are readily accessible, for example by entering them into the pupils' books, and this limits their effectiveness.
69. Improvement since the last inspection has been good. Achievement by the end of Year 6 is good, standards in reading have improved and better standards are emerging in writing, though these still have to be reflected in the tests. Assessment procedures are better than they were and there are more opportunities for pupils to develop their speaking skills. The able and thoughtful subject co-ordinator - herself an impressive literacy teacher - is unequivocally committed to raising standards, and is receiving good support from both the deputy and the headteacher. The quality of teaching, use of assessment and target setting, although good in some classes, is not consistent throughout the school.

### **Reading and writing across the curriculum**

70. The provision for the development of literacy skills across the school is satisfactory. This is the result of the school having only recently fully developed the literacy strategy. Advice has been provided on the presentation of work, the use of key subject words and the introduction of regular sessions of sustained guided reading through a commercial scheme. The school's monitoring reveals an uneven picture, one that is confirmed by the absence of a formal policy and inspection evidence. Nevertheless, current provision is stronger than in the recent past and is having a more positive impact on pupils' achievement.
71. The overall response of other subjects to the initiative on literacy has so far been sound and some good practice was seen: for example, the correct use of key terms is a clear and constant priority in each subject, particularly mathematics, geography and science. In the latter subject, the support and guidance for investigations through the use of writing frames are good. Pupils wrote some impressive letters to the local supermarket about 'fair-trade' products in geography and some interesting accounts from a range of perspectives about the Roman invasion. However, this good practice is not consistent in every subject.
72. Pupils have the opportunity to use books to find out information in most subjects, but not all teachers systematically expect or encourage a range of reading methods, for example how to

scan texts to locate information more quickly. However, more progress is being made in transferring information into extended writing with paragraphs and this is helping to raise standards.

## **MATHEMATICS**

73. Results of National Curriculum tests in Year 6 have risen since the last inspection, with some expected highs and lows since then dependent on the varying prior attainments of the pupils in the different year groups. Standards are above average by the end of Year 6 and pupils' achievement is good. This represents good improvement since the last inspection when standards and achievement were satisfactory. A higher proportion of pupils than usual in Year 6 have special educational needs. This accounts for the lower targets set by the school and the drop in standards from last year. However, almost half of the pupils gained the higher level, which compares very favourably against national standards. Because progress in Years 5 and 6 has been better than expected, standards are much higher than targets set so the targets were informally raised to the revised levels with the agreement of the local education authority.
74. The strategy of grouping pupils by attainment is successful in meeting their needs in mathematics and in ensuring that they achieve well by the end of Year 6. They make satisfactory progress in Years 3 and 4 and good progress through Years 5 and 6. Teaching of basic number skills is consistently good and builds on what pupils have learned before. Pupils with special educational needs are well supported in class and benefit from the usually good support of the teaching assistants. At the end of the week teachers record the achievement of individual pupils, but do not always ensure that they have sufficient opportunities to work towards individual educational plan targets. Often in lessons in Years 3 and 4, pupils need more resources to help them with tasks. When teachers use individual whiteboards and number fans in mental mathematics sessions, this is effective because it enables everyone to stay involved and make progress in their number skills. Pupils work with good concentration at set tasks, enjoy their work and often collaborate successfully in pairs, or help each other out if they need it and, when asked, explain clearly what they have done and why. There is now good emphasis on mathematical language and pupils have mathematics vocabulary books, which effectively support their knowledge and understanding. Pupils achieve well in learning their tables in Years 5 and 6. This is because they have merit incentives to gain bronze, silver and gold awards according to levels of competence. Higher attainers are now challenged in the work that they do because teachers plan extension activities or allow them to go straight to more advanced tasks so that they do not waste time on basic practice.
75. By the end of Year 6, pupils have a good understanding of the patterns of numbers and are using their knowledge to begin to develop formulae to find an unknown term. They concentrate very well in their work and use logical step-by-step approaches to solving problems and explain clearly what they did, often offering alternative strategies for solving problems. Pupils show a secure understanding of place value when they find decimals with a sum of one, involving tenths, hundredths and thousandths. Good presentation and the careful way that calculations are set out following the model provided by teachers as they demonstrate methods on the whiteboard. This aids the accuracy of pupils' work. They handle and interpret data, selecting the most effective ways to present findings.
76. The quality of teaching and learning in mathematics is good overall, which shows good improvement on the last inspection. It ranged from very good to satisfactory in the lessons observed. Former weaknesses, which have been addressed well, are improved mental mathematics sessions and teachers' expectations, especially of higher attainers, resulting in higher achievements by all pupils. Pupils' attitudes have improved and are now at least good because teachers plan lessons well and set work at the appropriate level because they know what pupils can do. The use of assessment information to set targets is less developed, although there are pockets of good practice, especially at the top end of the school. This leads to greater progress being made in these classes.

77. Teachers follow the principles of the numeracy strategy closely and occasionally are too constrained by it. Teaching points are not made until the plenary session, when they could be made most effectively during the main task. Teachers know the capabilities of pupils well. Regular weekly assessment, of individuals with special educational needs or groups of pupils ensures that work is suitably pitched. In the scrutiny of work there is an overemphasis on number, a good balance of shape and space work, but insufficient emphasis on handling data and problem solving. However, it was clear from the lessons observed that teachers often back up number work with real life problems. A Year 3 pupil brought in a receipt for sweets from the supermarket and pupils calculated the change from £2. 00. Planning to incorporate ICT into mathematics lessons is underdeveloped, except in one class in Year 4. Although the school has a number of mathematics programs, opportunities for pupils to use these to promote new learning are not developed to the full. The use of ICT is at present unsatisfactory, but improving.
78. The quality of the mental and oral start to lessons is usually good. Although this has improved since the last inspection, the main reason for less successful sessions remains the same. Where they are less successful, the pace is slow and teachers are unsuccessful in injecting speed into pupils' answers. Where the pace is good and lower attainers have equipment to help them answer questions, pupils are highly motivated by playing games and are usually very keen to answer.
79. Teachers make good links between subjects, and use mathematics' skills well in science, for example when pupils present and interpret the results of their experiments. Geographical mapping skills such as giving directions and finding places from grid references, surveys of prices and traffic reinforce skills during lessons. In Year 3, the class teacher accompanies learning by real life problems so regularly a few pupils, without being asked, turned their division sums into problems for themselves.
80. The subject is led and managed well. Assessment procedures are good and the school makes good use of the information to modify curricular planning. Monitoring of the standards pupils attain in National Curriculum tests has now extended to error analysis. The use of assessment information in Years 3 and 4 is improving to match the good use of it in Years 5 and 6. The subject has a high profile in the school and has been a focus for staff training, which has raised teachers' subject expertise and confidence. Mathematics promotes spiritual and social education well through the success pupils achieve and the rise in their self-esteem and the opportunities to work co-operatively together.

## **SCIENCE**

81. The standards attained by pupils at the end of Year 6 are above average, and exceed those found at the time of the last inspection. Many of the pupils currently in Year 6 entered school with average or lower levels of attainment, and therefore these standards represent at least good achievement. These judgements confirm the very positive rise in standards, indicated by the pupils' performance in the national tests in recent years, but especially last year. Inspection evidence considers a wider range of pupils' skills than are examined in tests and show that the pupils' ability to evaluate their work, to make predictions and to set their own hypotheses and draw their own conclusions are not as advanced as test results would suggest. This also reflects, in many cases, the pupils' lower standards in literacy. Nevertheless, the very high standards reached in last year's national tests and the well above average standards anticipated this year do show the pupils' good level of scientific knowledge. Improved standards stem from the school's stronger and more consistent emphasis on promoting the pupils' skills of investigation through practical observation. Evidence shows that the quality of teaching and learning across the school is benefiting from improved curricular planning and higher expectations of what pupils should and can attain, and these are helping to raise standards. All pupils throughout the school, including pupils with special educational needs and higher attaining pupils, enjoy the emphasis on investigation and achieve well as they move through the school.
82. Pupils in Year 3 show above average standards of attainment in their work and a developing ability to predict outcomes and to make conclusions about what they have found out, for example, relating to experiments about light sources and magnetism. These skills are restricted at times by



the pupils' less well-developed literacy skills which mostly stem from their lower prior attainment in language and communication. Learning is occasionally constrained in lessons due to the limited space in the classrooms that prevents pupils from moving freely and sharing ideas. Pupils in Year 4 are beginning to set up their own experiments, for example to study habitats, and they show good investigative skills. Pupils in Year 5 make good progress in refining their observational skills and show above average attainment when interpreting data collected, for example, about how rock was formed. By the end of Year 6, most pupils record their findings carefully in diagrammatic form, for example, when sorting materials or when investigating light and shadows. The accuracy of their work, especially graphs of time taken to heat water, for example, shows their good use and development of numeracy skills to aid learning in science and also reflects their above average attainment. Only a few pupils show well above average standards in the depth of their evaluation of their findings and several average and lower attainers produce work of a similar standard showing that this aspect of science could be improved even more. Generally achievement is good across all strands of the subject, rather than very good as suggested by the pupils' performance in tests.

83. The quality of teaching and learning in the lessons observed was good overall. It ranged from satisfactory to good and showed a consistent emphasis on learning through practical investigation. Inspection evidence, which also includes an examination of pupils' work and discussions with pupils and staff shows that teaching in Years 5 and 6 is more demanding in terms of setting a higher level of challenge to the pupils in relation to their prior attainment and therefore promotes higher standards. The teachers in Year 5, for example, use a wider range of questioning to draw ideas and new learning from the pupils, while teachers in some Year 3 and 4 classes tend to show and tell pupils about learning intentions.
84. A good lesson in Year 5 was typified by careful planning, a wide range of well-organised resources (rock samples) and by high expectations that pupils should learn well by raising their own questions for investigation. The pupils responded to the teacher's probing questions, and rose to the challenge of evaluating their findings and reporting back in depth to the class. Samples of the pupils' work in Year 6, particularly in their workbooks (revision guides), which often form part of work to be completed at home also indicate the effective questioning approach followed by the teachers. All teachers manage the pupils' behaviour well and value and encourage their responses. Teachers emphasise safe practice effectively and encourage the pupils to respect other creatures. This was seen to good effect in a lesson in Year 4 where the teacher reminded pupils of the need to value and treat woodlice with care as they tested various habitats. Pupils with special educational needs are included well and receive sensitive support from teaching assistants. All pupils show positive attitudes towards their work in science. They co-operate well in pairs or in groups and contribute to whole-class discussions productively.
85. Most teachers could expect more of the pupils in the quality of their recorded work and opportunities for pupils to reflect at a higher level in writing, either through conclusions or in formulating their own hypotheses, are limited. Some teachers, particularly in Year 6, are beginning to use ICT productively to enrich pupils' learning, but this is not a consistent feature in other classes, limiting the contribution new technology can make to pupils' achievement. Teaching and learning are interesting and offer a beneficial spiritual dimension and joy of learning to the pupils' work and these underpin their achievement.
86. The curriculum is planned well. The co-ordinator provides good leadership, has enthusiasm and expertise and is plotting the direction of the subject successfully through a detailed action plan. The subject has a clear focus throughout the school. The headteacher and deputy headteacher monitor the quality of teaching and learning effectively and make a positive contribution to the standards that are rising impressively. The introduction of science workbooks in Year 6 is helping an increasing number of pupils to reach the higher than average Level 5 standard in national tests. Teaching pupils in groups based on their prior attainment (setting) is also sustaining the drive to raise standards. Resources for learning are good and enrich the investigations offered to the pupils.

## **ART AND DESIGN**

87. The school has failed to maintain the average standards in art and design since the last inspection. By the end of Year 6, standards are now below average for all pupils, including those with special educational needs. This is because of several factors. There has been a lack of emphasis on art and design particularly in Years 5 and 6, where the school has concentrated on English, mathematics and science. Secondly, evidence of the inspection suggests that teachers have weak knowledge and understanding of teaching skills in art and design and nurturing pupils' creativity. Thirdly, the curriculum is insufficiently broad and there is a lack of opportunity to develop skills as pupils progress through each year.
88. Pupils' achievement is unsatisfactory overall by the end of Year 6. The best standards of teaching and learning are in Year 3. Pupils enjoy art and design and achieve well when there is good teaching. Pupils in Year 3 study the human form and make three-dimensional figures from wire, foil and paper mache. Pupils observed closely and made good progress within the span of the lesson because the teacher showed them how to look closely at the human form. For example, they studied shoulder shapes and noticed which parts of limbs are thicker than others. Their figures in movement were athletes in the Olympic games linked to their study in history. In Year 3, pupils study pattern and printing linked to the work of William Morris, using sketchbooks appropriately to record ideas.
89. In Year 4 pupils achieve less well when they practise using drawing pencils of different softness and how to use a viewfinder. However, they are creative in the use of a computer program to 'paint' designs in the style of Mondrian. Most pupils produce work that is below the expected levels in painting, as they are unsure about how to mix colour. They have difficulty following drawing lines, but a few pupils with natural talent are able to draw and paint with accurate detail. In Year 5, pupils prepare different techniques thoroughly for work with fabric, learning skills such as 'laddering', 'pleating' and 'padding'. However, the techniques are applied unimaginatively and everyone makes similar three-dimensional pictures linked to study of the Romans. Pupils work more successfully creating a paper collage in the style of Picasso and the Cubists because the medium is appropriate for the picture they are creating. By the end of Year 6, pupils have had too few opportunities to develop their skills of drawing and painting and very few are using pencils well to draw and shade accurately from observation of plant forms.
90. The quality of teaching and learning is unsatisfactory overall. There was an insufficient focus on developing the pupils' skills in most lessons observed and this constrained the pupils' acquisition of skill. At times there was insufficient challenge or expectation that pupils could produce a higher quality of work and this too limited pupils' progress, both within individual lessons and as the pupils move through the school. The co-ordinator gives sound leadership. The main achievements since the co-ordinator has been in post have been to establish a scheme of work, which teachers adapt to meet the needs of pupils as they progress through the scheme, and to begin to raise the profile of the subject within the school. A strong feature is the opportunity that some teachers give pupils to evaluate their own work and to identify how they could improve. Art and design contributes satisfactorily towards pupils' spiritual, moral, social and cultural development. Some pupils have opportunities to reflect within art and design lessons, to experience personal success and to enjoy the art of a suitable range of artists, but this type of work is inconsistent across the school.

## **DESIGN AND TECHNOLOGY**

91. It was not possible to observe any lessons during the inspection because work is planned as a cycle of topics and these were taught earlier in the school year. Therefore a secure judgement on teaching cannot be made. Other judgements are based on discussion with pupils and teachers, scrutiny of pupils' work in books and on display, and an examination of teachers' planning. Inspection findings are that standards at the end of Year 6 are in line with those generally found and that most pupils, including those with special educational needs and higher attainers, achieve satisfactorily. The subject has been improved satisfactorily since the last inspection, with most development being in the degree to which pupils now evaluate their finished products, an area identified as in need of improvement. Pupils now use and increase their literacy skills advantageously as they describe, for example in Year 6, how they created their coloured paper-

dragons made out of tissue paper on wooden frames. Provision for the subject is still inconsistent at times across the school, however, and ICT and numeracy skills are not employed sufficiently to raise the quality of pupils' studies.

92. In Year 3, pupils showed appropriate skills in designing when making photograph frames and illuminated Christmas decorations and also when recording their ideas effectively using digital photography. They made good use of evaluation sheets to note their ideas and to identify ways of improving. Pupils in Year 4 also evaluated their 'treasure boxes' effectively and developed their ideas well to indicate appropriate progress in their designing skills. Pupils in Year 5 showed awareness of recycling in their designing of carrier bags using paper and cloth. Their making skills are not as well developed, although some of the wheeled toys they made of balsa wood, card and polystyrene are of a better quality. Their evaluations of model chariots included a meaningful consideration of dimensions, a good use of their numeracy skills less evident in the work in other classes. An examination of the pupils' work completed in Year 6 showed their average level of skill as they used cardboard cylinders, coloured tissue paper, wooden doweling and felt tip pens to create interesting dragons. Photographs of the finished models showed that the pupils follow the design process systematically, planning their work, reflecting over their designs and evaluating their work well. Pupils refine and improve their work and raise good questions about the 'fitness for purpose' of their finished products. By the end of Year 6, most pupils achieve satisfactorily in terms of planning, designing and evaluating, but make less progress in acquiring making skills.
93. The subject co-ordinator has enthusiasm and good subject knowledge and ensures that adequate blocks of time are allowed for this subject in every year group and that the areas of study within the scheme of work more closely match the pupils' developing needs. This enables the pupils to develop a systematic and appropriate understanding of the design process as they move from class to class. The co-ordinator provides sound leadership and has sampled the pupils' work and monitored the teachers' plans to encourage, with varying success, improved consistency in the implementation of curricular plans. He has had insufficient time, however, to check on the quality of teaching and learning across the school and this has impaired his ability to ensure the necessary progression in the pupils' making skills. He has audited the resources for learning and, as a result, there is now a good accessible range of resources that support learning well. Developing links with local business and with other local schools extend the pupils' experiences, but assessment of the pupils' work is not used sufficiently by the teachers to raise standards.

## **GEOGRAPHY**

94. At the end of Year 6, standards in work seen during the inspection are average. Achievement is therefore good as inspection evidence indicates that pupils entered Year 3 with well below average levels of attainment. The good achievement is the result of a number of factors. Firstly, the geography curriculum has been improved, with the result that pupils now have a better grounding in the study of skills, themes and localities. Secondly, time allocations and resources have been relatively generous. Thirdly, there is now improved assessment of pupils' progress to help teachers to plan their lessons. Finally, those pupils who join the school with limited speaking and literacy skills are helped to understand the subject and to communicate their ideas through some good literacy teaching. Pupils in Years 6 have sound geographical skills: for example, they use maps confidently as a result of the use of some good resources that help their understanding. They are also familiar with the techniques of inquiry, as seen in some good work on the locality. Most pupils are less confident with fieldwork skills and the school has plans to develop these. The majority of Year 6 pupils are aware of how and why people seek solutions to economic and social problems and do some very good work on education for sustainable development. However, fewer of them can explain clearly why physical and human processes affect places and the environment.
95. Overall, the quality of provision is satisfactory in geography. The good achievement of the pupils has stemmed from the leadership of a capable and committed specialist subject co-ordinator who has played an important role in enhancing the curriculum and acquiring resources and the staff's commitment to raising standards. Areas for improvement are linked to the continuing development of both ICT and fieldwork.

96. There are no school policies to help geography teaching contribute towards the sharpening of pupils' literacy, numeracy or ICT skills. Nevertheless, provision in this respect is good in literacy and satisfactory in numeracy and ICT. For example, pupils in Year 6 write persuasive letters to the local supermarket asking them to stock more 'fair-trade' products, such as bananas and coffee. In some classes, pupils produce charts and graphs linked to rainfall and population but examples of data handling in the subject were not commonly seen during the inspection. Computers are used well to improve pupils' understanding of maps and rivers, but so far only limited use has been made of the Internet to enhance learning. The subject makes a very good contribution towards the school's provision for cultural development. Regular geography weeks include assemblies with visiting speakers from places such as Greece and Bangladesh, and the pupils wrote sympathetically about their relative affluence compared to that of Sam in Zambia and children in Tanzania and Cambodia.
97. Inspection evidence indicates that teaching and learning are satisfactory overall. Lesson planning is now linked to the National Curriculum Attainment Targets and associated assessment procedures have been improved since the last inspection. Teachers are combining this approach with effective questioning and these are having a positive impact on standards. In the lessons observed the teachers made good use of key vocabulary to promote the pupils' geographical knowledge and used questioning appropriately to extend pupils' thinking, about mapping skills, for example. In response pupils build more effectively on previous learning and are able to make connections with work completed earlier. Teachers are now beginning lessons with reviews of previous work and this is aiding the pupils' progress. Until recently, for example, there were weaknesses in the schemes of work for Years 4 and 6 which had a negative impact on the pupils' understanding of themes and localities. The subject co-ordinator has addressed this weakness well and pupils are now more confident about the expected outcomes of their work and how it links to both their past and their future assignments.
98. Leadership and management of the subject are now very good, with a clear sense of educational direction. The co-ordinator has addressed the outstanding issues of the last inspection well, improvement has been good and there is a good capacity within the school's systems for further advance.

## HISTORY

99. Standards at the end of Year 6 are average and achievement is therefore satisfactory. This is the result of a number of factors. Firstly, the school now has an appropriate curriculum which allows the progressive development of knowledge, chronology, use of sources and an awareness of change over time. Although weaknesses remain in pupils' chronological skills, they show a sound grasp of change over time through regularly comparisons of their school timetable with that of a Victorian pupil's, for example, and the study of the lives of the rich and poor in the Tudor and later periods. Secondly, there is an improving assessment system to help teachers monitor progress and plan lessons. Pupils are making satisfactory progress in applying their reading and writing skills in the subject.
100. By Year 6, many pupils' strengths, such as the ability to describe events and societies like the Tudors and World War Two, are outweighed by difficulties in explaining how these events came about and creating organised work with appropriate use of terms and dates. Some lower attainers also have only a limited knowledge of earlier history studied, such as the Greeks and of working with historical data to find out about the past.
101. The quality of provision in history is satisfactory. Its strengths are some interesting curricular activities and visits, for example to Exeter and Powderham Castle in Devon and some good uses of literacy. Areas for improvement are linked to the need for the extension of good practice in assessment and the use of ICT to help raise standards.
102. The school's coverage of local and national history has improved. Some interesting work on local history in Year 3, in conjunction with geography, leads to good understanding and achievement. In other year groups, a clear syllabus, based on specific National Curriculum Attainment Targets,

forms the basis of planning and assessment. This is having a beneficial effect on teaching and learning.

103. In lessons seen during the inspection, teaching was satisfactory. Inspection findings from the analysis of work also indicate that teaching and learning are satisfactory overall. Lessons seen during the inspection had some good features; for example, a Year 5 lesson on archaeology, helped by the use of sand-trays, stimulated pupils' interest. This was because the teacher was able to convey to the pupils the feelings associated with sudden historical finds which have to be identified. Pupils in Year 6 also made good progress as enjoyment of their residential stay in Exeter resulted in many producing informative accounts of the little-known bombing of old Exeter during the war. Other examples of interesting work were seen in connection with an earlier visit to Caerleon to study the Romans. These experiences all serve to sharpen pupils' skills of historical interpretation and inquiry, but not chronology. Other aspects of teaching mainly planning and associated assessment and marking procedures have traditionally had weaknesses with the result that coverage has sometimes been uneven, limiting the pupils' learning to a satisfactory level.
104. History makes a satisfactory contribution to the development of pupils' numeracy skills and a good contribution to their literacy development. Teachers do not take advantage of the terms B. C. and A. D. to teach Year 3 pupils the principle of negative numbers, but pupils do good numeracy work when they study the local census figures. Older pupils complete a range of graphs and pictograms associated with industrialisation. Speaking and listening skills are developed satisfactorily, but more use could be made of questioning to extend these. Teachers enhance pupils' literacy skills by encouraging them to write imaginative, narrative and persuasive pieces. Good examples seen were of imaginary Romano-British newspapers, and specifically historical vocabulary is used well in some classes. The use of ICT is unsatisfactory partly because there is a shortage of relevant software and videos. This makes it difficult for teachers to brighten up some lessons through the use of visual aids, and pupils' understanding and interest is impeded. Nevertheless, the teachers work hard to produce some attractive displays. History makes a good contribution to the school's provision for pupils' spiritual, moral, social and cultural development. Pupils reflect on how people lived in the past and write empathetically on a range of issues, including poignant accounts of poverty in industrial towns in the nineteenth century. A wide variety of trips to the local church, town centre and Exeter and the study of the lives of former local residents, such as the founder of the school and a member of MI5, add quality to the pupils' learning. Cultural development is attended to well through local, classical and English history studies.
105. The co-ordinator has worked hard to develop the curriculum and has as priorities the development of assessment and the improvement of resources, particularly of artefacts. Improvement has been satisfactory since the last inspection and the subject has a good capacity for improvement.

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

106. Standards are average by the end of Year 6, and most pupils, including those with special educational needs and higher attainers, achieve satisfactorily in relation to their prior attainment. The breadth of ICT being taught was identified as a weakness at the time of the last inspection. Standards were average in what was taught, but the full curriculum, particularly for controlling mechanisms and applying skills, was not being covered. Following the school's action plan, the required curriculum is now fully covered. In addition, a new computer suite has greatly enriched the resources available for teaching and learning. As a consequence, most pupils reach expected levels and an increasing number attain standards that are above what is expected.
107. The pupils have had fewer opportunities to use the computer suite in recent weeks due to rebuilding. However, a scrutiny of their work stored on computer files and recorded as hard copy, occasionally using digital photography, shows that both boys and girls are making appropriate progress in developing their skills across all strands of the subject. By the end of Year 6, pupils have acquired appropriate skills in using the Internet, using sensory equipment in science and in using the computer to control mechanisms. The interrupted use of the computer suite and the ongoing problem of restricted classroom space in relation to the large class sizes have constrained the use of ICT in supporting learning across the curriculum. Class-based computers

were underused during the inspection week, illustrating weaknesses in this aspect that are also limiting the opportunities for pupils to use computers more independently to support their learning.

108. The scrutiny of pupils' work and discussions with staff and pupils show that most pupils in Year 6 are competent in a number of basic skills for word processing. They set out text, edit and save, for example, in writing stories and in literacy work, for example when writing to a superstore to discuss 'fair-trade practices'. Each pupil keeps a logbook where they record the ICT activities studied. These show that pupils develop their ICT skills effectively and to an appropriate standard when using CD-ROMS, searching the Internet and using electronic mail. There are examples of ICT supporting data-handling skills, and to extend literacy skills, for example, by adding text to pictures of ancient Greek artefacts. Too often though this work is confined to lessons in the computer suite and only a few opportunities are available for pupils to use classroom computers to learn across the curriculum. This approach limits the pupils' ability to gain full benefit from their ICT skills. All year groups are now benefiting from regular teaching and learning, using the relatively new computer suite, and an increasing number of pupils are on course to reach higher levels of attainment by the time they leave the school.
109. Observations of pupils working with computers and discussions with pupils indicate that they respond very well to opportunities to work with computers. They show real interest and a strong desire to complete tasks set. All lessons observed began with a 'buzz' of excitement as the pupils entered the new computer suite and this positive attitude towards working with computers is having a beneficial effect on pupils' learning.
110. The quality of teaching and learning is satisfactory overall. Although learning is weakened by insufficient use of computers in classrooms, most of the teaching and learning seen in the ICT suite was good. This is an improvement since the last inspection and is partly due to the good use teachers are making of ongoing training. Teachers prepare well, and secure lesson planning gives a clear focus the pupils' learning from the moment they enter the computer suite. Teachers and support assistants access computers and overhead projection equipment confidently and this sets a positive example to the pupils. This is particularly effective in nurturing good attitudes to learning and a respect for the expensive equipment. Teachers have clear aims and strategies in lessons and provide appropriate activities. They expect good behaviour and achieve good standards of discipline. Teachers manage classes well and provide appropriate stimulus and support. In return pupils behave and apply themselves well, and these qualities enrich their learning.
111. Pupils with special educational needs are fully integrated and receive additional support in using computers. Often these pupils are able to use specific programs designed to be more appropriate to their prior attainment. In these sessions they make satisfactory progress.
112. Teachers display a sound knowledge of the subject and their obvious enthusiasm is reflected in the progress that pupils are making in lessons. The new computer suite is a valuable resource and is having a positive impact on progress, with pupils having regular access to good quality programs and equipment. The teachers maintain a good pace of learning in lessons and use time well. For example, they insist that pupils 'log-on' as soon as they enter the suite so that access to files and programs can be completed during the introduction to the lesson without anyone having to wait. The teachers also make good use of projection equipment in the computer suite to magnify the screen image and to demonstrate key skills and techniques that they want to teach during lessons.
113. Resources for learning are good and the well-equipped computer suite is a most beneficial acquisition. It is used well, but learning is not supported sufficiently through the focused use of class-based computers. The school is actively considering how to improve the use of ICT to aid learning across the curriculum and the type of additional resources, for example, laptop computers, that might be more accessible given the lack of classroom space. The co-ordinator provides good leadership and has been active and effective in promoting additional training for staff to raise their level of knowledge and understanding. This has been successful and is continuing to have a beneficial impact on the pupils' attainment.

## MUSIC

114. By the end of Year 6, pupils' attainment is above average. This has maintained the good standards since the last inspection. Evidence is drawn from two lessons observed, from assemblies and video recordings. Performance in music is a strength of the school and is of a high standard. However, there was insufficient evidence to judge the level of pupils' attainment in composing and appraising music. The school recognises that composing music is unplanned and that opportunities for appraisal and improvisation are too limited and is taking action to rectify this next term.
115. Pupils achieve a high standard in performance and playing instruments through the school. Their singing and acting performances in end-of-term rehearsals of 'Joseph and His Technicolor Dreamcoat' were exuberant and skilful, and showed high levels of whole-school and individual performance and cultivation of talent. Choral and whole-school singing is of a very good standard, the singing being full of vigour but also sensitive and quiet when appropriate. Every pupil learns to play recorders, glockenspiels and other tuned instruments, and those who wish to continue with the recorder do so to a very good standard. Additionally, tuition from visiting music specialists in brass, woodwind and keyboard further enhances provision. Pupils read music capably and, by the end of Year 5, higher attainers follow the score accurately when waiting their turn to play. Those who need to have extra support for reading notation from letter prompts.
116. The quality of teaching in the two lessons observed was very good. The teacher has high expectations of behaviour and makes learning fun. As a result, pupils give a high level of co-operation, concentration and effort. They regularly experience praise for their success. Pupils show good control of pitch, dynamics and rhythm; this is as a result of teaching good techniques for breathing, and articulating clearly. Older pupils sing very well, with good pitch, breath control and phrasing, and very clear articulation of words. The quality of singing is challenging in contrasting parts. The pace of lessons was very good, with not a moment lost. As a result, the progress of pupils within the lesson in Year 5 was very good in improving skills of playing glockenspiels, chime bars and recorders. By Year 5, recorder players are reading easily from standard notation, aware of terms such as staccato and able to interpret this into their playing. At times the teacher does not use the proper term for notes such as 'minim' although pupils know what the note 'with the hole in it' is worth. Pupils practise the accuracy of the sounds they make and play a wide range of pieces from traditional music to the teacher's arrangements of classic tunes. Lower attainers and pupils with special educational needs are well provided for and make good progress, as they rise to the challenges because they are keen to succeed.
117. Parents enjoy the opportunities to listen to and watch musical performances at Christmas, Easter and in the summer term. They also enjoy instrumental performances and pupils perform at venues in the community, the successful summer shows being performed to packed audiences over two nights at the local theatre. Teachers work hard to support the music teacher to prepare costumes and sets with the result that events are a good team effort.
118. At present there is a co-ordinator for the singing and performing aspects of the subject, which he leads well. However, overall leadership and management are unsatisfactory because other aspects of the subject have been neglected and the current curriculum does not meet statutory requirements. Planning for music is in outline only and lacks balance. Recent school monitoring has recognised this and action is planned to address this urgently. As yet, ICT is not used to best effect in promoting learning, although the school now has programs ready to be introduced. Resources are satisfactory overall, although there is a shortage of multicultural instruments. Assemblies have a good programme of music, which is played when pupils enter assembly. Spiritual and social development are promoted very well through music. When talking with pupils they talked warmly of how they had gained confidence and enjoyment from their musical experiences as they progress through school and how much they enjoy singing and acting together.

## PHYSICAL EDUCATION

119. Lessons were seen in games, but not in gymnastics, dance or swimming. Nevertheless, evidence was also gathered from discussions with staff and pupils and a study of planning. Lesson observation and assessment records show that standards are above average in nearly all aspects of the subject at the end of Year 6 and achievement is good. Overall, the quality of provision is good. Improvement has stemmed from the appointment of a committed and capable subject co-ordinator and good quality coaching in a number of games, coupled with a rich extra-curricular programme and very good facilities. The co-ordinator has identified the need to increase staff expertise in the teaching of gymnastics.
120. Most pupils exceed the expectation in swimming as they have had good opportunities to develop their skills in a nearby pool earlier in their school careers. As a result of an appropriate time allocation and the expertise of both the swimming instructor and staff, the quality of learning is good and pupils' achievement is good. Most have a good understanding of water safety and can swim the required 25 metres unaided by Year 6.
121. Standards in games, particularly football, netball, cricket and rugby, are good. This is largely the result of some good extra-curricular teaching, undertaken by staff and other adults with a good contribution from staff at the nearby sports college. Many boys and girls take part and their skills and attitudes improve as a result. The availability of a well-drained field and a local swimming pool enable the school to participate well in a range of competitive events and help achievement. Standards in gymnastics are satisfactory. The co-ordinator has ensured that staff who lack confidence have a detailed scheme to support them. Time allocations are generous and this allows skills such as working in pairs and on the apparatus to be consolidated. There is good provision for dance, and the curriculum meets all requirements. Additionally, the school trains hard for the Somerset Country Dancing Festival at Wells which, as well as enhancing their skills, makes a good contribution to the pupils' cultural development by introducing them to traditional English culture.
122. Pupils' attitudes to physical education and games are good and this helps the quality of their learning and their achievement. They listen to instructions carefully, persevere and support one another well when working in pairs. They are also prompt in changing, and act carefully when setting out equipment and apparatus. This was evident throughout the inspection, and a good example was seen when a Year 3 class was engaged in catching skills: pupils concentrated and co-operated fully with the very good organisation provided by the teacher. The subject makes a good contribution to pupils' moral and social development, particularly in games, where team spirit and a respect for fair play are inculcated. Opportunities are taken to develop numeracy skills, such as calculating timings in Year 5 circuits and measuring in athletics. There is good development of speaking and listening skills as teachers encourage pupils to evaluate each other's performances, and a proper emphasis is laid on using the correct key words.
123. The quality of teaching and learning seen in lessons was satisfactory, with some good features. Other inspection evidence showed coaching and other teaching activities to be good. Strengths, which enhance the quality of learning, include the good relationships which teachers enjoy with the pupils. This leads to the latter co-operating fully with the provision provided and making progress in their lessons. For example, pupils find space and work and play well. Occasionally, however, particularly where classes are large, teachers do not always deploy the behaviour policy and support staff to full effect.
124. The subject has improved well since the last inspection. The co-ordinator provides good leadership and is planning to enhance both the scheme of work and the systems for assessment. She has worked hard to develop the partnership with the local secondary school so that St. Andrew's can benefit from its facilities and staff expertise. The subject is well placed to improve further.

## **RELIGIOUS EDUCATION**

125. Standards are average by the end of Year 6 and broadly match those found at the time of the last inspection. Most pupils currently in Year 6, having entered the school with lower than average communication and language skills, achieve well by the time they leave the school. Teaching has



improved and is now good and offers more opportunities, albeit mainly through discussion, for reflection. Good teaching, together with the very good quality of relationships, means that pupils try hard and sustain concentration. In discussions, most teachers develop and present the learning intentions within pupils' experiences, as well as linking them to other areas of the curriculum, and these strategies extend the pupils' understanding.

126. Pupils in Year 3 understand the notion of a deity, developed from their studies of Hinduism and they develop their ideas creatively by using their own symbols to make 'Godlike creatures'. Pupils in Year 4 study how belief affects the way people live and behave. They show good awareness of the personal sacrifices of committed Christians such as Mary Jones and the part she played in promoting the use of the Bible. Older pupils in Year 5 consider and appreciate the rules and laws needed to try and achieve a perfect world and differentiate meaningfully between 'God's commandments' and secular laws. Pupils in Year 6 understand how private and personal qualities of personality may lie behind outwardly confident attributes. By the end of Year 6, pupils show above average understanding of these concepts and, in discussions, several higher attainers demonstrated a mature level of understanding. Not all these ideas are developed further through reflective writing and this limits the depth of learning achieved.
127. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. Through their studies of personality and how peaceful societies might be established, pupils know the importance of showing respect and tolerance for others' beliefs and customs. Time is given for reflection in lessons, and also in assemblies, where the headteacher often links famous stories of other world faiths such as Islam with more familiar teachings found in the parables of Jesus.
128. Teaching and learning are good overall. Learning is also enriched during successful personal, social and health education lessons where the teachers link values such as responsibility with the own pupils' own experiences, such as the Year 6 pupils' induction visits to the secondary school. In the good lessons seen, the teachers were well prepared and demonstrated a good knowledge of how pupils learn. The pupils were continuously challenged to think for themselves and in a Year 3 lesson, for example, good questions resulted in pupils offering considered opinions on what qualities followers of the Hindu faith attribute to their gods. High quality questioning was also seen in lessons in Years 5 and 6, where pupils explored difficult concepts such as 'layers of personality' and 'Utopia'. Most teachers include good opportunities for pupils to think and reflect, but only a few teachers expect the pupils to reflect in their writing, and opportunities for the pupils to extend their understanding and to utilise and develop their literacy skills further are underdeveloped.
129. The relatively new co-ordinator has promoted the development of a satisfactory curriculum that is securely based on the locally agreed syllabus. Teachers now share planning and ensure that pupils continue to learn new skills progressively. Assessments of the pupils' work are not used sufficiently to check pupils' progress or to raise standards, for example, by using exemplars of the pupils' work to promote a higher quality of reflective writing by the pupils. The co-ordinator provides satisfactory leadership and has monitored the pupils' work. She has had insufficient opportunity to monitor the quality of teaching and learning and this has restricted her efforts to raise the profile of the subject across the school. Resources for learning are satisfactory, but there is scope to increase the range of religious artefacts. ICT is not used to best effect in supporting learning. Visits from members of the local clergy enhance pupils' learning and visits to the local church provide further good opportunities.