

## INSPECTION REPORT

### **BATHEASTON C of E (VC) PRIMARY SCHOOL**

Bath

LEA area: Bath and North East Somerset

Unique reference number: 109184

Headteacher: Ms J Coulby

Lead inspector: RWG Thelwell

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> October 2003

Inspection number: 255446

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	215
School address:	Batheaston C of E Primary School School Lane Northend Bath
Postcode:	BA1 7EP
Telephone number:	01225 858555
Fax number:	01225 852893
Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Jackson
Date of previous inspection:	July 1998

## CHARACTERISTICS OF THE SCHOOL

Batheaston C of E Primary School is situated to the east of Bath. At present, 215 pupils are on roll; this includes 27 children in reception. Pupils are drawn from a cross-section of society; around a third of pupils attend from outside the school's designated area. Most children attend pre-school settings before joining reception at the start of the school year in which they become five. Attainment on entry is assessed as being in line with that expected for children of this age. The proportion of pupils identified as having special educational needs (SEN) is well above average, and twelve pupils have statements of SEN allocated to them under the terms of the DfES Code of Practice<sup>1</sup>. Proportionally, this is well above average. The school has received several awards including a 'School Achievement Award' in 2002, and a 'Healthy Schools Award', together with others recognising the school's provision for 'play' and 'out of school learning'. The school has forged purposeful links with pupils in a number of schools abroad, and works closely with a nearby university with regard to initial teacher training.

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<sup>1</sup> The Department for Education and Skills' Code of Practice gives practical advice to schools about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20977	Mr RWG Thelwell	Lead inspector	Areas of learning for children in the Foundation Stage, Science, Information and communication technology, Physical education, Personal, social and health education.
9487	Mrs F Hurd	Lay inspector	
15334	Mrs JM Hooper	Team inspector	Special educational needs, Mathematics, Geography, History, Religious education.
20671	Mr J Palethorpe	Team inspector	English, Art and design, Design and technology, Music.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school.** Under the excellent leadership of the headteacher, staff and governors have established a very supportive ethos that results in pupils achieving very well in their academic and personal development. The school gives good value for money.

The school's main strengths and weaknesses are:

- The school's total commitment to inclusion results in very good provision for all pupils irrespective of their stages of learning, or their physical or sensory needs.
- Despite a much above average proportion of pupils with special educational needs (SEN), pupils in Years 2 and 6 attain average standards in English, mathematics and science. This is a very good achievement.
- In Years 2 and 6, attainment in speaking and listening, and in reading, are above average.
- Teaching is good throughout the school; it was very good or better in a quarter of lessons seen.
- The school's curriculum is very good and is enriched by an extensive range of visits and out-of-class activities.
- Very good provision is made for pupils' personal, social and health education (PSHE).
- The element of the information and communication technology (ICT) curriculum relating to 'control' needs to be developed further for pupils in Years 3 to 6.
- The small size of the school's hall restricts the gymnastic development of older pupils.

Since the school was last inspected in 1998, improvement has been very good. An ongoing rise in standards to 2002 resulted in the school gaining a 'School Achievement Award'. All issues identified in the last inspection report have been addressed, and considerable improvements have been made to accommodation and resources. The role of subject co-ordinators has been developed significantly, as has the quality and use of assessment.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	A	A	A
Mathematics	D	A	B	B
Science	C	A	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards in 2003, for which no national data is yet available, saw results decline in all subjects. However, nearly half of the larger than usual year group had special educational needs. As such, pupils achieved well in English and mathematics, and very well in science.

**Pupils achieve very well overall.** Children currently in reception achieve well. Whilst nearly all are on course to reach the recommended levels in each area of learning by the end of reception, around a third will gain them earlier. Pupils now in Years 2 and 6, where the proportion of pupils in both years with SEN is much above the norm, achieve very well to reach average standards in English, mathematics and science, with levels of performance in speaking and listening, and reading that are above average. Standards in ICT meet expected levels, as do levels of attainment in other subjects inspected in depth. Provision for religious education meets the requirements of the locally agreed syllabus. The significant achievement of pupils, who range from those with SEN to high achievers, is attributable to good teaching and well directed support, as well as school initiatives including 'teachback' and 'challenge clubs'.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils have very good attitudes towards learning and behave very well in and around school. They get on very well with each other and the adults with whom they work. Attendance is broadly in line with national averages.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education for its pupils. Teaching is good overall.** During the inspection, teaching of children in reception was consistently good with very good features in a third of lessons observed. Basic skills in literacy and numeracy are taught well, as is science. Teachers have good knowledge of the subjects taught, and have high expectations of pupils. Thorough planning results in activities that are well matched to all pupils' stages of learning. Teaching assistants play a most valuable part in the support of pupils' learning, and, at all times, pupils are given encouragement and praise for effort. The very good curriculum is enhanced by an equally good number of out-of-class activities together with a good range of visits and visitors. The school gives pupils very good care and guidance. Links with parents and the community are excellent and make a very strong contribution to pupils' learning. There are very good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The school is given excellent leadership by the headteacher, who with very good support from the deputy headteacher and leadership team, has established a culture of self-evaluation and improvement. Management is very good, with subject co-ordinators playing a full part in monitoring the quality of teaching and learning. Governors carry out their duties very well and are fully involved in strategic and financial planning. They ensure all statutory requirements are met, and that in keeping with the school's inclusive outlook, all pupils have equal access to the curriculum and associated resources.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have extremely positive views of the school. They value its inclusive ethos and the strong relationships teachers develop with pupils. Parents are particularly pleased with the accessibility of staff and the good quality information they receive about school activities and their child's progress. Pupils enjoy school and the activities and responsibilities given them. They feel they are known, valued and supported in all they do.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are to:

- Develop further the 'control' element of the ICT curriculum for pupils between Years 3 to 6.
- Work with the Local Education Authority to improve accommodation that will provide sufficient space for all pupils to perform the gymnastics element of the physical education curriculum to the standards of which they are capable.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Standards are average in English, mathematics and science.** When taking into account the much above average proportion of pupils with special educational needs, this represents very good achievement.

#### Main strengths and weaknesses

- For pupils now in Years 2 and 6 levels of performance in speaking, listening and in reading are above those expected for their ages.
- Pupils with special educational needs (SEN), and those who are more able, achieve very well.

#### Commentary

1. In recent years, most children have reached the required levels in each area of learning by the end of reception. This represents satisfactory achievement when taking into account attainment on entry was similar to that expected for this age. However, it should be noted that performance profiles of each year group change considerably over time. For example, of those assessed at Year 6 in 2003, 35% had joined after Year 1. Similarly, a third of the current Year 6 pupils came after their reception year. Inspection evidence confirms a significant proportion joining had special needs.

#### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	16.4 (16.7)	15.8 (15.7)
writing	15.4 (15.3)	14.4 (14.3)
mathematics	17.5 (16.2)	16.5 (16.2)

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

2. Following year-on-year improvements in each subject, performance in 2002 dipped slightly in reading. Overall, results were impressive in that although nearly a third of pupils in the year group had SEN, all pupils gained the expected levels in writing, mathematics and science. Although no national scores for 2003 are available, analysis of results shows considerable gains were made in the proportion of pupils gaining the higher levels for each subject.

#### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	28.8 (29.9)	27.0 (27.0)
mathematics	28.0 (28.8)	26.7 (26.6)
science	29.3 (30.8)	28.3 (28.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

3. In view of the proportion of pupils assessed who had SEN, the well above average standards in English, together with above average results in mathematics and science represent very good achievement. The group of eleven year olds assessed in 2003 was not representative of the usual Year 6 groups in that it was much larger (40 pupils), and nearly a half had SEN. Whilst assessment



results were much lower than the previous year, pupils achieved well in English and mathematics, and very well in science.

4. At the time of the inspection, children in reception had been attending for nearly half a term, part-time. Inspection evidence confirms they make good progress and achieve well. Whilst nearly all children are on course to reach the officially recommended levels for each area of learning by the end of their reception year, around a third will reach the expected levels earlier.

5. In addition to an ongoing focus on speaking, listening and writing, following a review of statutory assessments, the school decided to give a greater emphasis to investigative activities in mathematics and science. Lesson observations, together with a review of pupils' work, confirm these foci to have been successful in terms of pupil performance.

6. A quarter of pupils now in Year 2, and a third of those in Year 6, have special educational needs. As such, the fact that both year groups work at average levels of performance for their age in English, mathematics and science, with attainment in speaking, listening and reading above the norms, achievement is very good overall. This is because teachers' planning is very carefully matched to the needs of pupils at different stages of learning, and pupils are motivated and respond well to the challenges set them in their individual targets for learning.

7. Standards in information and communication technology (ICT) meet nationally expected levels, and achievement is satisfactory. However, whilst there are strengths in text handling and use of e-mails and the Internet for electronic interchange of information, further emphasis is required on the 'control' element of the subject for pupils in Years 3 to 6. Although no judgement is made on overall attainment in religious education, provision meets the requirements of the locally agreed syllabus. In other subjects inspected, performance meets with nationally expected levels. Although the school missed the targets set by the local authority for the proportion of pupils to reach the expected levels in literacy and numeracy in 2003, whilst the targets for 2004 are challenging, they are attainable. The school's very positive attitude to raising standards will ensure pupils will achieve their full potential.

**Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes to school and take a full part in all that it offers them. Their behaviour is very good and they form excellent relationships with staff and each other. Attendance is satisfactory.

**Main strengths and weaknesses**

- The school's promotion of racial harmony and its development of citizenship within the school, its locality and the world community, is excellent.
- Pupils are given many opportunities to take responsibility and contribute their views on ways to improve their school.
- All staff work hard to ensure pupils achieve the high standards of behaviour expected of them.
- Children in the Foundation Stage (reception) make good progress towards the achievement of their Early Learning Goals, particularly those relating to personal, social and emotional development.

**Commentary**

***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

8. Attendance has improved following the school's efforts to reduce the number of holidays taken in term time. Most pupils arrive punctually and those whose attendance or punctuality causes concern are reported to the education welfare service.

***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	178	1	0
White – Irish	2	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	4	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

9. Although the majority of pupils are white British, the curriculum is strongly multicultural, and the school has a well-established link with a predominantly Muslim school in London. Pupils are made aware of racial discrimination, Third World poverty and trading difficulties, and are encouraged to help through fundraising and charitable endeavours.

10. Behaviour is managed to a consistently high standard, in line with the school's stated aims of mutual respect and courtesy. Pupils are courteous and friendly, move sensibly around the building, and nearly always concentrate well in class. Playtimes, when toys are available in the playground, and clubs run at lunchtime, are happy and well-ordered.

11. Pupils are well aware of their targets in literacy and numeracy, and are eager to learn. They respect the feelings and beliefs of others, and even the youngest have a very good understanding of what is right and wrong. The school's emphasis on inclusion is central to everything it does: it seeks to produce children who think of themselves as responsible citizens of the world, as well as of members of their own and their local community. Through numerous links with schools abroad, staff and pupils have visited partner schools in Poland, France, Greece and Bulgaria, and welcomed visits in return. The school has additional links with schools in the Congo and Australia, and is currently establishing one in Barbados. Pupils are given many opportunities to take responsibility within the school, and complete detailed questionnaires that are used to shape future planning.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided is very good.** Teaching is good overall with many very good features. Strengths are noted in reception, and the teaching of literacy, numeracy and science. Assessment of pupils' achievements is very good. The curriculum is very good and enriched by an extensive range of visits and out-of-class activities. Provision for pupils with SEN is very good. The school takes good care of its pupils. Partnership with parents and the wider community is excellent, and very good links are made with other schools.

### Teaching and learning

**Teaching and learning are good with very good features.** Strengths are in the teaching of children in reception, and the teaching of literacy, numeracy and science. The quality of teaching has been maintained since the last inspection. Assessment is very good.

### Main strengths and weaknesses

- Children in reception are taught well.
- Teaching of the key skills of literacy and numeracy is good. Science is taught well, particularly so for older pupils.
- Teachers' thorough planning results in lessons that meet the needs of all pupils ranging from those with SEN to those who are high achievers.
- Teaching assistants have a positive impact on pupils' learning.
- Homework is used very well to support learning.
- Assessment is very good overall; marking is excellent.

### Commentary

#### *Summary of teaching observed during the inspection in 41 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
1(2%)	9 (22%)	22 (54%)	9 (22%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

12. The teaching of children in reception was consistently good; it was very good in a third of lessons observed in this age group. Very good knowledge and understanding of the needs of this age are reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Detailed planning, based on recommended Early Learning Goals, covers all required areas of learning for children of this age. Children are provided with a very good range of interesting activities that contains a good balance between teacher directed activities and those children choose themselves. As such, much learning is gained through play, with adults often working alongside children to explain, question and enthuse. Many opportunities are created to develop and extend children's language, and they are a marked feature of the good practice observed.

13. Teachers make effective use of the National Strategies for Literacy and Numeracy to plan lessons that are both interesting and challenging. Nearly all lessons observed in both subjects were good or better. All teachers focus well on pupils' speaking and listening skills. Questioning is used well to elicit pupils' understanding and to develop vocabulary and the use of language. Pupils' reading books are closely matched to their abilities, and pupils are given good opportunities to develop writing skills in other subjects.

14. In mathematics, interesting activities, allied to clear explanations, reinforce pupils' understanding of concepts taught. A particularly effective element of numeracy lessons is the emphasis placed on pupils having to explain how they arrive at their answers. Teachers' very good understanding of science, in which half the lessons observed were good or better, resulted in pupils (particularly those in Years 5 and 6) carrying out a variety of investigations that enable them to use their developing skills of scientific enquiry to good advantage and learn well.

15. Teachers' very thorough planning ensures lessons meet the different learning needs of pupils in each class, and contributes significantly to the good, and often, very good achievement noted. In nearly all lessons observed learning objectives were explained clearly at the outset, ensuring pupils knew what was expected of them. The greater majority of lessons seen built well on what had been learnt earlier, and teachers had high expectations of pupils in terms of quality and quantity of work to be produced.

16. Pupils with SEN are taught well, and, in keeping with the inclusive nature of the school, are included in all activities. Regular, well-focused learning opportunities are provided for them both in the classroom and in withdrawal sessions. The support given allows them to meet targets in their individual education plans. Teachers provide equally well for higher achieving pupils, who, in addition to being given tasks well matched to their stages of learning in class, benefit from a range of very well-organised 'challenge clubs' and other teacher led activities.

17. In lessons observed, a significant contribution to pupils' learning came from the school's team of well qualified teaching assistants. They work in close partnership with teachers who ensure all persons working with pupils have a clear understanding of lesson objectives, methods and resources to be used. Homework is used most effectively to support pupils' learning. It is set regularly and is used to reinforce key skills taught in lessons, provide opportunities for research, and extend knowledge and understanding.

18. Information gained from the school's very good procedures to assess what pupils know and can do is used very effectively to track and measure pupil progress, modify curriculum provision, and set targets for learning. Whilst the oral feedback given to pupils in class is very good, the marking of work in pupils' books is excellent. Teachers take the utmost care to record appreciation of effort and ensure pupils have a very clear understanding of how they can improve.

## **The curriculum**

The curriculum is **very good**.

### **Main strengths and weaknesses**

- The curriculum is very broad and well balanced.
- A very extensive and varied range of activities outside the school day enriches the curriculum.
- There are effective links across subjects which make pupils' learning meaningful.
- The good range of visits and visitors with expertise brings a sense of purpose and life to pupils' learning.
- Provision for pupils with special educational needs, or who are high achievers, is very good.
- The school has a good number of experienced teaching assistants who provide very effective help for pupils, especially those with special educational needs.
- The very good links with pre-school providers and the comprehensive school enables pupils' transfers to be very smooth.
- The school hall is small and restricts the development of older pupils' gymnastics skills.

## **Commentary**

19. The curriculum meets statutory requirements and is fully inclusive. The schemes of work in place ensure pupils' skills are built on systematically as they move through the school. Teachers use

national strategies for teaching literacy and numeracy well. The school provides very well for pupils' personal, social and health education. Through the school council, pupils gain an insight into democracy and citizenship and all pupils see and enjoy improvements made through their negotiations.

20. Planning identifies effective links between subjects and a good range of examples of these were observed. For example, pupils in Year 1 had made a study of animal habitats and, in their art lessons, they used paint and dyes on material to make pictures of them. The visits pupils make in relation to their work enrich the curriculum as do the visits made by visitors, who bring with them a range of expertise which they share with pupils. The provision the school makes for lunchtime and after school clubs is very effective in developing pupils' skills further especially in sporting and musical activities. Pupils' knowledge is broadened greatly through the good links the school has with a school in London and others abroad.

21. The school complies fully with the requirements of the Code of Practice for pupils with special educational needs. Individual education plans are well written and targets are clear, realistic and achievable. The generous number of knowledgeable and experienced learning support assistants provides very good support for pupils with special educational needs. The school provides very well for more able pupils. For example, during the weekly challenge time, pupils with specific gifts or talents are encouraged to develop these further in small groups.

22. Very good links exist between the school, the pre-school providers that feed the school, and the comprehensive school to which most of the pupils go. This enables pupils' transfers between schools to be smooth and trouble free.

23. Within the teaching staff there is a good balance of experience and expertise and a high level of teamwork. The school uses the skills of parents effectively to support pupils' learning both in school and for out of school activities. The accommodation is used well and developments, such as the new music room, provide extra room for specialist subject teaching. It is accessible to all. Although some areas are in need of decoration the school is kept clean and tidy. Outside there are areas for sporting activities and quiet areas for pupils to use at playtimes. However, the school hall is small and low and restricts the development of gymnastics especially of older pupils. In addition, the acoustics are poor and it is often difficult to hear clearly the music in dance lessons. Although the school does not have its own field it uses one nearby for sporting activities.

### **Care, guidance and support**

Provision for pupils' care, guidance and support are **very good**. Arrangements for the health and safety of all in the school community are good.

### **Main strengths and weaknesses**

- The caretaker carries out a scrupulous daily check of the premises and maintains high standards of cleanliness and maintenance.
- Relationships within the school community are so good that all pupils feel they have an adult to whom they can turn for support and guidance.
- The involvement of pupils through seeking, valuing and acting on their views is very good.
- Arrangements both for the induction of pupils under five, and for older pupils joining the school, are very good.

### **Commentary**

24. All pupils comment in detail in questionnaires about general issues and the results are used in planning. The school council meets regularly to convey pupil suggestions and complaints to staff. In addition, councillors organise charitable fundraising activities. Pupils are well supervised and every care is taken to ensure special medical needs are supported. There are two designated child protection liaison officers, who are awaiting training, and the school has an appropriate number of

qualified first aiders. All staff are briefed on child protection and first aid. The school's monitoring of personal development is extremely thorough, and teachers endeavour to offer guidance and support which reflects all facets of each pupil's character and personal abilities. Pupils are guided, for instance, to undertake activities from the enriched curriculum (for instance, the 'challenge clubs') which staff feel will particularly suit them.

25. Staff make every effort to learn as much as they can about pupils' lives and families so that they can offer tailored support and encouragement. Staff provide parents with feedback by letter or phone when there is a cause for concern. There are very good arrangements for children under five and their parents to become familiar with the school. Older pupils joining the school have a personal interview with a senior member of staff. There are strong links with the two secondary schools to which most pupils transfer and transition is very well managed.

### **Partnership with parents, other schools and the community**

Links with parents and the community are **excellent** overall. Links with other schools and colleges are very good.

### **Main strengths and weaknesses**

- The vast majority of parents think very highly of the school. All those who returned questionnaires thought the school was approachable, and virtually all thought that teaching was good, children made good progress, and that the school made very good efforts to involve parents.
- Parents are extremely supportive of their children's learning and of the school, seeking to help in whatever way they can.
- The school has exceptionally good links with all village institutions, and many villagers contribute to school life in various ways.
- The school plays a full role in its cluster group, and teachers work closely with colleagues from two secondary schools, which provide extra tuition in science and business. Links with local nurseries and playgroups are well established.
- Information for parents is very good overall.

### **Commentary**

26. About a third of parents returned questionnaires, and many of those who did so sent additional comments, virtually all of which were extremely positive. Many said they had specifically chosen the school for its strongly inclusive ethos and for the very strong relationships staff develop with their pupils. The 'Parents' Voice' group, which conveys parental opinion to the school, has representatives who have children in each class. Parents' suggestions are welcomed and usually adopted. Some parents organise fundraising activities, such as a video hire club and jumble sales, others provide expertise, or help run clubs. There are parents helping in most classes on most days. Staff go to extraordinary lengths, even outside school hours, to maintain and improve parent partnerships. Parents know they are always welcome in school, and are encouraged to make their whole family part of the school community. Villagers, too, are frequent visitors: helping with reading, providing expertise or stories about the past. The school has developed links with the local surgery, library and shops, and has particularly close ties with the village churches. It uses village facilities for sport, and makes very good use of the local area in the curriculum. The parish council and individual villagers have helped to welcome the school's international visitors.

27. Newsletters are widely circulated to all friends of the school, and give a full picture of school life. The school's website is well designed, easy to use, and informative. Curriculum information is clear and helpful, and often includes guidance on how parents can support learning. The prospectus is of high quality and pupils' annual reports are well designed, although there is nowhere for pupils to comment on their achievement in these reports. Some comments in reports focused on topics covered rather than on pupils' progress.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership of the headteacher is **excellent**. The management of the school and governance are both **very good**.

### Main strengths and weaknesses

- The headteacher provides caring, supportive and well focused leadership.
- There is a strong leadership team who are all aiming for high standards.
- There is a heavy commitment to inclusion.
- The school improvement plan is a well constructed document designed to take the school forward.
- The governing body plays a full and active part in the management and decision making of the school.
- There is a strong culture of self-evaluation.
- The management of provision for pupils with special educational needs is very good.
- The school's finances are managed effectively.

### Commentary

28. The headteacher has an outstanding knowledge and understanding of the needs of the school. She is committed to raising standards, and is given very good support by the deputy headteacher and a strong leadership team. Together, they are passionate about what they are doing and where they want the school to be. They are very hard working and have a clear vision about what needs to be done to improve standards further. They have established a very caring and supportive ethos that promotes and supports pupils' learning.

29. The school improvement plan is a very clear and well structured document. The priorities show a clear focus on raising standards. Whilst the headteacher is the prime author of the document, the staff and governors all play an important part in planning the school's future. All staff have a strong commitment to inclusive education; this is very evident in lessons for reception children through to pupils in Year 6. Subject co-ordinators manage their subjects effectively. They are successfully involved in monitoring the quality of teaching and learning, and provide costed action plans for the development of the subjects for which they are responsible. All teachers and support staff work effectively to ensure that all pupils are able to benefit from the education provided.

30. There is a strong culture of self-evaluation, whereby all adults in the school strive for self improvement. This, together with the school's performance management strategies, ensures that staff regularly attend courses to improve teaching and learning. The school uses a wide range of assessment materials to evaluate performance. The thorough analysis of results provides information that is then used by staff and governors to modify curriculum provision, monitor pupil progress, and set targets for learning. All pupils know their targets, and they act as a strong motivation for improvement for pupils themselves.

31. Governors are very knowledgeable about the strengths of the school and the ways in which they can help the school improve further. They are fully involved in all aspects of strategic and financial planning. Governors carry out their duties very well and ensure statutory requirements are met, including those relating to a daily act of collective worship. The chairman meets regularly with the headteacher, and neither is content to '*stand still*'. They are always striving for improvements in standards and curriculum provision.

32. The co-ordination of the provision for pupils with special educational needs is very good. The work is shared very effectively between the SEN co-ordinator, whose very good contribution in this important area is highly valued, and the part-time SEN teacher. They keep meticulous records and ensure the provision meets statutory requirements. Individual education plans are reviewed half-termly with the involvement of parents.

**Financial information**

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	588,242	Balance from previous year	75,512
Total expenditure	547,792	Balance carried forward to the next	40,450
Expenditure per pupil	2,512		

33. The budget is closely linked to the school improvement plan. All monies, including considerable amounts from grants and awards, are spent effectively and appropriately, with best value principles in mind. There is a slightly higher than expected carry forward, but this is attributed to extra money being allowed for new pupil entrants, and allocated money not going through the books before the end of the financial year.



## PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage (reception) is **very good**. Since the last inspection, considerable improvements have been made for children's outdoor structured play. At present, 27 children are in reception. For the first three days of the inspection, children attended part-time. They came together for the first time as a class on the fourth day of inspection. Whilst nearly all children are on course to reach the officially recommended levels for each area of learning by the end of their reception year, inspection evidence indicates around a third will reach the expected levels earlier.

#### Main strengths and weaknesses

- Children currently in reception achieve well, particularly in their personal, social and emotional development, in communication skills, and in mathematical development.
- The quality of teaching was consistently good; it was very good in a third of lessons observed.

#### Commentary

34. Children make good progress in their **personal, social and emotional development** and achievement is good. They settle quickly into the day-to-day life of school through effective teaching and the support given them by their '*special friends*' in Year 6. Sensitive talk and guidance from adults helps children understand the difference between right and wrong, and reinforces their understanding of acceptable and unacceptable behaviour. Adults set up a very good range of activities that require children to share and take turns. Children do so willingly. They follow adults' clear, well paced instructions and begin tasks eagerly.

35. Achievement in **communication, language and literacy** is good. Children are taught the importance of listening carefully and taking turns to speak. Children have many planned opportunities to speak with and listen to adults and each other. For example, children listened carefully to their friends and gave their own thoughts as to the similarities and differences between themselves and friends in class. Carefully chosen texts, together with a programme of phonics (letter sounds), are used very well to help children recognise an increasing number of words in familiar contexts. Through a variety of activities, children are taught the correct way to shape letters, and copy examples of writing with increasing control. A review of past work confirms that by the end of reception, children write their names unaided and write simple sentences on their own.

36. Progress and achievement in **mathematical development** are good. Together, children count and order numbers to ten; they understand *one more than* and *one less than*. Children place the appropriate number of conkers in boxes, and use building bricks to construct towers and rows of a given number. After their autumn walk, children compared and sorted leaves by shape and colour. Children know the correct mathematical names for a square, circle and triangle. They sing and play a good range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Throughout all activities, adults work directly with children to support, reassure, question and praise.

37. Achievement in **knowledge and understanding of the world** is good. The current topic, 'All about me', contributes very well to children's knowledge of the body and how they have changed since they were babies. Children carry out simple investigations using their senses and appreciate their importance to us in everyday life. Very well planned 'Welly walks' to a nearby field enable children to observe, listen and talk about the changes autumn brings. Children have good opportunities to use computers and develop skills in the use of the mouse and keyboard, and enjoy a wide range of interactive programs.

38. Achievement in **physical development** is good. In their fine manipulative skills, children handle tools, scissors, paint brushes, construction kits and malleable materials safely and with increasing control. In an indoor activity lesson, children made good use of space as they ran, skipped and hopped in different directions and speeds. In outdoor structured play, children were observed making effective and controlled use of one and two person ride-on toys and large construction equipment to support their physical development and enhance aspects of their co-operative and imaginative play.

39. Children achieve well in **creative development**. Children use a range of media to draw, paint and print. They make good use of *small world* toys to create imaginary environments. Children have good opportunities for structured role play in the 'Batheaston Hospital', where they take it in turns to enact the roles of doctor, nurse and patient, with adults often supporting activities to add realism and encourage the use and development of language. In music making, children successfully handle and play a range of simple instruments and enjoy singing songs from memory.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Overall standards in English for pupils now in Years 2 and 6 are average. In view of the above average proportion of pupils with SEN in both years, achievement is very good.
- Attainment levels in speaking, listening and reading are above those expected for pupils' ages.
- Teaching is good and has a positive impact on standards.
- The leadership and management of the newly appointed co-ordinator are very good.
- There are good links with other subjects.

#### **Commentary**

40. Results of end of Year 2 assessments for 2003, for which no national figures are yet available, showed standards in reading had improved on those of the previous year when overall attainment was 'average'. Results for writing were similar to the previous year's 'above average' levels of performance. Whilst overall standards in English at the end of Year 6 in 2003 were considerably lower than the 'well above national average' results of 2002, when considering nearly half the pupils had SEN, they achieved well.

41. The main contributory factors for the average standards gained by pupils currently in Years 2 and 6 are good teaching and well directed and very effective support given by teaching and special needs assistants. Pupils with special educational needs are identified early and given very good assistance either in class or when withdrawn for small group and individual tuition; this enables them to make very good progress. When taking into account nearly a quarter of Year 2 and a third of Year 6 have special educational needs, achievement is very good. Standards in speaking and listening are good throughout the school; listening is often very good. Pupils are articulate and speak well. Nearly all lesson plans consider speaking and listening activities, including discussing with a partner, or reporting back to the whole class at the end. There are many opportunities for pupils to speak to larger audiences, such as assemblies and plays.

42. Standards in reading are good at Year 2 and Year 6. Pupils benefit from a range of reading activities in school, and good parental support at home. They have quiet reading sessions, independent reading activities and group guided reading. As well as reading to teachers, assistants and parents, the school makes good use of members of the community who visit school regularly to hear pupils read. The well organised library acts as further encouragement for pupils to read. Pupils know how to find books by their favourite author, or look for information.

43. Standards in writing for pupils currently in Years 2 and 6 are in line with those expected nationally for their ages. The school places much emphasis on the development of writing skills, with timetabled periods for extended writing, where pupils have plenty of opportunity to express what they want to write. In addition, pupils write for a variety of purposes, including stories and letter writing. Good attention is paid to spelling and handwriting.

44. Teaching is good across the school. The best aspects of teaching include:

- Thorough planning which:
  - Takes account of previous work;
  - Has clear lesson objectives;
  - Includes different work for different abilities.
- Excellent marking that clearly helps pupils to improve.
- Good use of extra adults in the class.
- Good support for pupils with special educational needs enabling them to be fully included in the lesson.
- Good use of computer linked interactive boards.
- Good relationships, where pupils are motivated to work hard.

45. The subject is very well managed by the newly appointed co-ordinator. She has a clear vision on how to improve standards, has set about the task enthusiastically, and is already having an impact on standards, together with the quality of teaching and learning.

### **Language and literacy across the curriculum**

46. Most other subjects contribute well to the development of language and literacy. For example, in mathematics, pupils are often asked to discuss with their partner. In science, pupils write up the results of their experiments. In history, geography and religious education, pupils write up the notes of their research gained either from reference books or the Internet.

## **MATHEMATICS**

Provision in mathematics is **good with very good features**.

### **Main strengths and weaknesses**

- Good teaching results in pupils achieving very well when compared to prior attainment.
- Pupils have very good attitudes to mathematics.
- Leadership and management are good.

### **Commentary**

47. Despite the high number of pupils with special educational needs in both Years 2 and 6, standards attained by these pupils match those expected nationally for their ages. As such, this represents very good achievement and is due mainly to the good quality of teaching observed. Overall, standards have improved steadily since the last inspection in line with those nationally.

48. Pupils currently in Year 2 display a good grasp of basic number skills and have good knowledge of vocabulary. They count in tens to 190 and backwards from 100. They double numbers correctly and use results effectively in addition sums. Pupils in Year 1 develop their mathematical vocabulary well as they name two and three-dimensional shapes and count the faces, edges and vertices on them. This work is built on in Year 4 where pupils visualise three-dimensional shapes from two-dimensional drawings, and correctly classify these shapes according to their properties. Nearly all pupils at present in Year 6 have a secure knowledge of place value up to 1,000 with a significant number understanding this for numbers to 10,000 and 100,000. They correctly multiply

and divide by 10, 100 and 1,000 quickly and do this accurately to two decimal places. In all lessons observed, good emphasis was given to pupils having to explain how they arrived at their answers. Inspection evidence confirms that the very good support received by pupils with SEN makes a significant impact on their progress and achievement as well as promoting pupils' confidence and positive attitudes towards the subject.

49. During the inspection, the quality of mathematics teaching observed was good. It was very good in two out of every five lessons seen. Teachers provide interesting and relevant tasks that are well matched to pupils' stages of learning. Tasks are very carefully introduced and explained so that pupils know exactly what is expected of them during the lesson. As such, most pupils make good gains in their knowledge and understanding. In the majority of lessons pupils show very good attitudes to their work. Teachers use the interactive whiteboards very effectively and make learning interesting. They provide a good range of activities so pupils can apply their mathematical knowledge to solving problems. However, in a small number of lessons observed, teachers spent too much time on the introduction to the lesson, with the result that pupils did not have enough time on their individual or group activities. Teachers mark pupils' work very well. They give pupils encouragement through praise as well as telling pupils how they can improve their work.

50. Leadership and management of mathematics are effective. The subject co-ordinator has produced a clear and helpful action plan for future development. It focuses on strategies to improve teaching and learning and raise further pupils' standards. Assessment procedures are very good and enable the school to monitor the progress of individuals and groups of pupils. Regular monitoring of lessons takes place and good practice is shared.

### **Mathematics across the curriculum**

51. Basic skills are taught well in all lessons. Pupils use their skills effectively when they use measuring apparatus in science, time scales in history and scales and co-ordinates in geography.

### **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Attainment for pupils in Years 2 and 6 matches that expected nationally for their ages; this represents very good achievement in the context of the much above average proportion of pupils with SEN.
- There is a strong emphasis on scientific enquiry.
- The subject provides good opportunities for pupils to use and develop skills in writing and ICT.
- The quality of teaching results in pupils' very positive attitudes to science.
- The subject is led and managed very well.

### **Commentary**

52. Statutory assessments in 2002 showed standards to be well above average for pupils in Year 2 and above average for Year 6. To improve performance further, a greater emphasis was given to pupils' investigative work. Results of end of year assessments for 2003, for which no national data is yet available, showed high standards were maintained for Year 2. Whilst results for Year 6 were lower than the previous year, achievement was very good when taking into account nearly half the year group had SEN. Inspection evidence indicates standards for pupils currently in Years 2 and 6 are average. However, when considering the proportion of pupils with SEN in both year groups is much above the norm, this represents very good achievement.

53. Observation of six lessons, together with a review of work, confirms a strong emphasis on scientific enquiry. As such, pupils learn well through setting up and conducting a very good range of interesting investigations requiring them to predict, experiment and observe. In so doing, pupils gain

a clear understanding of the need to ensure their investigations are carried out in a 'fair' manner. The subject provides good opportunities for pupils to work collaboratively, to discuss how to solve tasks, and talk about what they observe. Pupils' writing and ICT skills are used to good advantage when pupils produce accounts and results of their activities.

54. Teaching, which was never less than satisfactory, was very good or excellent in half of the science lessons observed. Teachers' thorough planning, underpinned by very good subject knowledge, ensures a programme of activities that are well matched to pupils' stages of learning. Pupils are given clear explanations of lesson objectives and what is expected of them as lessons unfold. Pupils enjoy the practical nature of science lessons and respond well to teachers' encouragement to use correct scientific vocabulary.

55. The quality of provision, together with pupils' very good levels of achievement, are due largely to the subject's very good leadership and management. The science co-ordinator leads by exemplary teaching. Through monitoring the quality of teaching and learning, and using information from statutory and ongoing assessments, he ensures curriculum provision is constantly under review, and that pupils perform to the levels of which they are capable.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Teaching and learning is supported by teachers' skilful use of ICT.
- Pupils are enthusiastic about ICT.
- The school has identified the need to develop further the 'control' element of the curriculum for pupils between Years 3 to 6.
- Management of ICT is good.
- Pupils' ICT skills are used well to support learning in other subjects.

### **Commentary**

56. Inspection evidence confirms that, as at the time of the last inspection, attainment in Years 2 and 6 meets nationally expected levels. Pupils have much enthusiasm for ICT and achieve soundly. They talk enthusiastically about their work, willingly help one another, and are eager to use each newly acquired skill.

57. Since the last inspection the school has improved significantly its provision for ICT by setting up a small computer suite to support the satisfactory number of computers in classes. Each Key Stage 2<sup>2</sup> class now benefits from a large, touch sensitive, screen linked to a computer. A further screen, housed in the library, is available for pupils in Years 1 and 2 and children in reception. Teachers, who have all completed nationally funded training in ICT, make very effective use of such screens to teach all subjects, and they successfully involve pupils in their use. When teaching key skills in ICT, teachers give clear, well paced explanations and demonstrations, whether it be for a program on materials for pupils in Year 1, on how to represent text by changing size, font, style and position for Year 3, or on how to *cut and paste* and represent information gained from the Internet in Year 6. At all times, pupils are given good levels of encouragement and praise for effort. Although covering all elements of the required curriculum, the school acknowledges the need to provide pupils in Years 3 to 6 with more opportunities to use computers to control external devices, such as programming a set of (traffic) lights, and to use sensors to monitor and illustrate data gained during pupils' investigative activities.

58. The recently appointed co-ordinator manages the subject well. A clear ICT action plan confirms a good understanding of how to develop further pupil attainment together with ongoing

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<sup>2</sup> Key Stage 2 refers to pupils in Years 3 to 6.

improvement regarding pupil-computer ratios, together with extending provision of interactive screens specifically for younger pupils.

### **Information and communication technology across the curriculum**

59. Across the school, pupils make effective use of ICT to support learning in literacy, numeracy and science. Pupils make good use of CD ROMs and the Internet to research work in geography and history. E-mails and web cam conferencing are used to good advantage to communicate with schools in Europe and further afield. Pupils contribute a good range of work to the school's informative and user-friendly website.

### **HUMANITIES**

60. There was insufficient work seen in religious education, history and geography to make a secure judgement on standards or the overall quality of teaching. However, a review of teachers' planning indicates all subjects are covered well and meet the requirements of the National Curriculum in geography and history, and of the locally agreed syllabus in religious education. In the one **religious education** lesson observable, pupils in Year 5 learnt about the importance of light and in particular in relation to the Jewish festival of Hanukah. In Year 1, in their rotation of topic work, a group of pupils were observed drawing and colouring their own prayer mats as part of the studies on Islam. Pupils in Year 2 showed they had a good knowledge of the Hindu story of Rama and Sita as they built up routines to tell the story in their dance lesson. These activities made a very good contribution to pupils' spiritual and cultural awareness.

61. No **history** lessons were observed and there was very little work recorded in books from last year and this year. Work on display showed that pupils in Years 1 and 2 were studying the lives of famous people, with Year 1 pupils looking at the life of Mary Seacole and those in Year 2, Grace Darling. Pupils in Years 3 to 6 were beginning their studies on the Ancient Greeks.

62. Two **geography** lessons were observed one in Year 2 and the other in Year 3. In both of these lessons, the standards were as expected for their age groups. Pupils in Year 2 studied the way in which people use their leisure time. Through gathering information from their own locality, pupils developed a good understanding of what constitutes leisure time, of how the natural environment is used for leisure together with the cost involvement. Both teaching and learning in this lesson was good. The lesson involving Year 3 pupils concerned the problems associated with lack of water in countries that are less economically developed than their own. Most had a good understanding of the importance of water to life. The teaching and learning in this lesson was satisfactory. The good links the school has with a school in London and others abroad broadens pupils' knowledge especially in geography and religious education.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

63. Too few lessons were seen to make a judgement on teaching in **art**. However, observation of a variety of art activities in and out of school time, and a review of the good quality of art displays around the school, indicate that provision and standards in art are good. All classrooms displayed pupils' work to good effect, and in one classroom, the displays were excellent. Very good links are made with other subjects, such as Year 6 science lesson on chromatography that linked very well with a short study and appreciation of the work of Kandinsky.

64. Neither **design and technology** nor **music** were a focus of the inspection, and insufficient work was seen to make a judgement on standards. Discussion with the new co-ordinator and a review of teachers' planning indicates provision in design and technology to be satisfactory. Pupils build up a repertoire of skills by designing and making one project each term. The co-ordinator is aware of the need to update the policy, improve opportunities for pupils to understand how structures work, and enable pupils to use information and communication technology to control mechanisms. Provision in music is good. Performance (singing in particular) is a strength. Pupils sing enthusiastically, well in time and in tune. A good number of pupils learn to play instruments, and

frequently play in assemblies and public performances. There is a choir, but no instrumental band, although there is a handbell group. The advent of steel pans will soon lead to another instrumental group. There are several extra-curricular clubs, and opportunities for pupils to perform to their peers and to parents in concerts.

## PHYSICAL EDUCATION

Provision in physical education (PE) is **satisfactory with good features**.

### Main strengths and weaknesses

- Pupils respond positively to the good teaching observed.
- The PE curriculum is enhanced by a very good range of out of school activities and a good range of visiting experts.
- The small size of the hatted hall restricts aspects of gymnastics, particularly for older pupils.
- The subject contributes well to pupils' social and moral development.

### Commentary

65. Lessons observed covered movement and dance, and outdoor games. A review of teachers' planning confirms all aspects of the required curriculum are covered. In the four lessons observed, all pupils were included fully and played their part in all activities well. As at the time of the last inspection, attainment for pupils currently in Years 2 and 6 matches levels of performance expected nationally for their age. It is reported that by the time pupils leave at the end of Year 6 nearly all can swim the required 25 metres.

66. Pupils enjoy physical activities and co-operate well in groups and pairs, as for example, when Year 2 pupils interpreted and devised movement sequences that tell and celebrate the Hindu story of Rama and Sita, or when Year 6 practise and apply their skills of passing and receiving a rugby ball. In lessons observed, pupils listened carefully to instructions, responded quickly and worked sensibly. Pupils take pride in demonstrating to the rest of the class and appreciate the efforts of others. Teaching, which was good overall, was characterised by high expectations and clear explanations. Where appropriate, adults worked directly with pupils to support learning. A common strength was the importance of drawing attention to pupils' good or praiseworthy efforts.

67. The school actively promotes physical education and sport; this is clearly evident from the use of the five minute *class fit* activities before afternoon sessions to promote alertness and mental agility, through to the very good range of out-of-class clubs, events and visiting coaches who work with pupils. As such, the subject contributes well to pupils' social and moral development through working in groups and teams, and by complying with the various rules and requirements of the games and activities in which pupils participate.

68. Whilst the school benefits from the use of two nearby fields, and has playgrounds that are well equipped with play and activity equipment, the hall is small and has a low ceiling. Its size has a negative impact on older pupils' attainment as it restricts aspects of performance in gymnastics.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision for pupils' personal, social and health education (PSHE) is **very good**.

### Main strengths and weaknesses

- Provision enabling pupils to distinguish between right and wrong is very good.
- The school makes excellent provision for developing pupils' confidence and responsibility.
- Pupils are given an excellent introduction to the responsibilities of living in a community.

- The school provides pupils with a good understanding of the importance of developing a healthy lifestyle.
- PSHE is well co-ordinated. It is successfully taught, and is woven into all curriculum areas and makes a very strong contribution to the inclusive nature of the school.

## Commentary

69. From the time children join reception, they are guided towards understanding the difference between right and wrong. Throughout their time in school, pupils are involved fully in establishing class rules and have a voice in upholding them. The successful development of pupils' confidence and responsibility is carried out in a very caring and supportive ethos that promotes academic and personal development, and one that results in an 'I / You Can' attitude in pupils. All pupils have many opportunities to perform, introduce and discuss. Through their 'teachback' activities, pupils prepare for, and teach younger pupils. During the inspection, pupils in Year 3 were observed giving pupils in Year 2 a successful introductory lesson on three-dimensional shapes. Older pupils are presented as 'carers' who often support reception children, working and playing alongside them to praise, encourage and raise confidence levels. As such, they are seen as positive role models for younger children. In addition to receiving awards such as 'worker of the week' from teachers, pupils across the school regularly nominate others for class awards including 'special person'.

70. Through participation in the work of the school council, pupils are involved in the maintenance and development of the school as well as the wellbeing of others in the school community. Pupils have a good understanding of their responsibilities towards others, as demonstrated by their keen involvement in the playground 'Friendship Stops'. Through day-to-day work and talk, pupils have a very good awareness and appreciation of the needs and situations of others who have diverse needs, abilities and disabilities. Pupils are given a very good understanding of their place in the worldwide community through regular contact by e-mailing and web cam conferencing with pupils in several European countries and further afield, as well as maintaining a close link with an inner London school where the majority of pupils are Muslim.

71. Pupils' good understanding of the importance of a healthy and safe lifestyle resulted in the school receiving a 'Healthy School Award'. Programmes for sex education and drug awareness, that includes the damage that can be caused by cigarettes and alcohol, link well with the science curriculum, and are supported by visiting experts, such as the school nurse.

72. Provision for PSHE is well managed and teaching in lessons observed was good. In addition to being integrated well into all topics, pupils participate in half-termly foci on issues including empathy, racism, poverty and privilege, disability and gender. The result of such provision is that pupils understand and value similarities and differences not only of pupils in their own school, but those of children in different places and circumstances.

## EXAMPLE OF OUTSTANDING PRACTICE

### Example of outstanding practice

**Part of the school's programme for pupils' personal development is the celebration of similarities and differences between themselves and others in different places and circumstances. This is one strategy.**

The school's emphasis on inclusion is central to everything it does: it seeks to produce pupils who think of themselves as responsible citizens of the world, as well as members of their own local community. Through obtaining grants, staff and pupils have visited partner schools in a number of European countries, and welcomed visits in return. Regular contact is maintained through e-mails and web cam conferencing. The school has additional links with schools in the Congo and Australia, and is currently establishing one in Barbados. Although the greater majority of pupils are white British, the curriculum is strongly multicultural, and the school has a well established link with a predominantly Muslim school in inner London. Pupils are made aware of racial discrimination, 'Third World' poverty and trading difficulties, and are encouraged to help through fundraising and charitable endeavours. In addition to providing well for high achieving pupils, through innovative practices such as 'challenge clubs', the school welcomes pupils with diverse needs, and ensures all pupils receive the full



curriculum, tailored to fit their particular circumstances. Pupils are given many opportunities to take responsibility within the school, and complete detailed questionnaires that are then used to shape future planning.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

