

INSPECTION REPORT

BATHFORD C of E (VC) PRIMARY SCHOOL

Bath

LEA area: Bath and North East Somerset

Unique reference number: 109185

Headteacher: Mrs D Grebby

Lead inspector: Harold Galley

Dates of inspection: February 9th - 12th 2004

Inspection number: 255447

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:	122
School address:	Dovers Park Bathford Bath
Postcode:	BA1 7UB
Telephone number:	01225 858776
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Jane Bilton
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

The school serves the village of Bathford, situated on the eastern outskirts of the city of Bath. The school roll has risen since the last inspection with 122 presently attending, with many more boys than girls (70 to 52). All but one pupil is white and all speak English as their first language. The proportion of pupils with special educational needs, just six per cent, is well below average. Two pupils have statements of special educational needs. Only four per cent of pupils are entitled to free school meals, a proportion that is well below the national average. An unusual feature of the school is the very high pupil mobility rate, well above average in Years 5 and 6. Attainment on entry is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21313	Harold Galley	Lead inspector	Mathematics, Areas of learning for children in the Foundation Stage, Information and communication technology, History, Geography, Religious education, Special educational needs, Personal, social and health education.
9644	Mike Whitaker	Lay inspector	
27333	Richard Selby	Team inspector	English, Science, Art and design, Design and technology, Music, Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **very good quality of education**. Pupils achieve very well in the core subjects of English, mathematics and science and in the light of this gives **very good value for money**. Teaching is consistently **very good** with many excellent features.

The school's main strengths and weaknesses are:

- In Years 1 and 2, pupils achieve very high standards in reading, writing and mathematics.
- In Years 3 to 6, pupils achieve well in English and very well in mathematics and science.
- Children make a very good start to their education in the reception class.
- The leadership of the headteacher is very good and she is well supported by staff and governors.
- Attitudes to learning are excellent.
- The level of care is very good throughout the school.
- The length of the teaching week is well below average and some subjects, notably history and geography, are not covered in enough depth.
- Accommodation is unsatisfactory, both in terms of the inadequate school hall and outdoor play facilities for the reception class.

The school was judged to be very good at the time of the last inspection. Despite this high starting point the school has made good improvements since, with several good and very good features now being very good or excellent.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	B	D
Mathematics	A	C	A	A
Science	C	C	A	A

*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.*

Achievement in the Foundation Stage (reception class) is very good overall and excellent in terms of personal, social and emotional development, communication, language and literacy, and mathematical development. Pupils build on this flying start and make very good progress in Years 1 and 2, reaching very high standards in reading, writing and mathematics, both in terms of national and similar schools comparisons by the end of Year 2. By the end of Year 6, standards are well above average in mathematics and science and above average in English. The 2003 test results in English for pupils in Year 6 were below average when compared to similar schools and the lowest at the school for some time. However, teacher assessments show a much more positive picture and the similar schools comparison was adversely affected by pupil mobility, with several higher attaining pupils leaving between Years 3 and 6. In other subjects, standards at the end of Year 2 and Year 6 are at the nationally expected levels. In history and geography, standards in Year 6 are only just satisfactory and, given pupils' above average capabilities, levels of achievement in these two subjects are unsatisfactory. Pupils with special educational needs are well supported and achieve as well as their peers. Provision for pupils' personal, social and health education is very good. Pupils' spiritual, moral, social and cultural education is very good, with excellent provision for social development. Attitudes to learning are excellent throughout the school. Behaviour is very good, with excellent features in the reception class and in Years 1 and 2. Attendance is average.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is very good overall, with excellent features in the reception class and in the core subjects of English, mathematics and science. A feature of teaching is the consistency throughout the school, with a high proportion of very good teaching in every class. Teachers know their pupils very well and make appropriate provision for their varying needs. Provision for pupils with special educational needs, including those who have a statement of special educational needs, is very good. More able pupils are challenged and stretched. Teachers have very high expectations of work, behaviour and effort. Lessons are lively and interesting and pupils respond with terrific commitment. Sustained concentration and hard work are the norm in all lessons. The curriculum is satisfactory. This judgement reflects some positive features alongside some weaknesses. The curriculum is enriched through a wide range of extracurricular activities and many interesting visits and visitors. In particular, older pupils greatly benefit from two residential visits abroad. However, the length of the teaching week for pupils in Years 3 to 6 is well below average and some subjects, most notably history and geography, are not covered in enough depth. Care, support and guidance are good, although formal opportunities for older pupils to have a say in the life of the school are too limited. Good partnerships with parents, the community and other schools make a valuable contribution to the school's provision.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are very good. The headteacher leads with tremendous energy and a clear vision. She has established an excellent atmosphere for learning. She receives very good support from all staff and governors. Subject leadership is very good for the core subjects of English and mathematics. Governors are very supportive, take a keen interest in the work of the school, and fulfil their responsibilities well. The governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a positive view of the school. There are no formal procedures for evaluating pupils' views but interviews during the inspection revealed that pupils are very proud of their school. Parents have great confidence in the headteacher and all the staff.

IMPROVEMENTS NEEDED

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

- Review the length of the teaching week and the way in which time is allocated to subjects such as history and geography.
- Continue efforts to establish a proper school hall and improve outdoor play facilities for children in the reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school, lively and dynamic teaching leads to at least good and often very good levels of achievement in the core subjects of English, mathematics and science. Achievement in other subjects is satisfactory, apart from history and geography, where older pupils do not achieve well enough.

Main strengths and weaknesses

- Children in the Foundation Stage (reception class) make a flying start to their education.
- The school's focus on literacy and numeracy leads to very good progress in these subjects.
- More able pupils are fully stretched, especially in mathematics and science.
- Provision for pupils with special educational needs is very good.
- Older pupils do not achieve well enough in history and geography.

Commentary

1. Attainment on entry to the school is above average. Children make a very positive start to their education in the reception class. The teacher's superb rapport and dynamic teaching leads to outstanding levels of achievement in personal, social and emotional development, communication, language and literacy and mathematical development. By the end of the school year many children are already working at levels more commonly seen in Year 2. However, achievement in physical development is unsatisfactory because the accommodation and resources for this area of learning are inadequate.

2. In Years 1 and 2, pupils build effectively on the positive start made in the reception class. By the end of Year 2, standards are very high in reading, writing and mathematics. The results of the 2003 National Curriculum tests and assessments place the school in the top five per cent nationally, both when compared to all schools and schools with a similar starting point. A notable feature of pupils' performances is the very high proportion of pupils reaching the higher level 3 in reading, writing and mathematics. Standards have been well above average consistently for many years and inspection evidence confirms this continuing trend. Despite a high starting point at the time of the last inspection, standards in Year 2 have risen above the national trend since then. Standards are at the expected level in all other subjects.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	19.7 (18.0)	15.7 (15.8)
Writing	17.8 (15.3)	14.6 (14.4)
Mathematics	19.5 (17.8)	16.3 (16.5)

There were 24 pupils in the year group. Figures in brackets are for the previous year

3. In the 2003 National Curriculum tests and assessments, standards were well above average in mathematics and science and above average in English. A feature is the very high proportion of pupils reaching the higher level 5 in mathematics and science. The proportion reaching level 5 in English was only average. The school attributes this result to pupil mobility with several more able pupils in a small year group leaving, and to the fact that three pupils missed the level 5 requirement by a single mark. Standards in English, mathematics and science have risen since the last inspection in line with the national trend. Standards in other subjects are at the expected levels,

although only just in the case of history and geography, and the achievement of older pupils in these two subjects is unsatisfactory.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.7 (30.0)	26.8 (27.0)
Mathematics	29.8 (26.6)	26.8 (26.7)
Science	31.2 (28.3)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

4. A positive feature throughout the school is the very good support given to pupils with special educational needs. Individual education plans are carefully drawn up to ensure pupils have specific targets that are closely matched to their recent attainments. Teachers and their assistants work together effectively with these pupils to ensure they take a full part in all aspects of school life. As a result, pupils with special educational needs achieve as well as their peers.

5. A notable strength throughout the school is the very good provision for pupils' personal, social and health education (PSHE). Excellent relationships underpin the superb ethos for learning as well as the very good levels of achievement in PSHE. The well resourced playground leads to a high quality of play that effectively supports social and health education. The only weakness in this aspect of provision is that there are no formal procedures for taking pupils' views into account, although there are plans to introduce a school council later in the year.

6. Information and communication technology (ICT) is used satisfactorily to support learning in English, mathematics and science. This aspect of provision has improved significantly since the last inspection. The well appointed ICT suite is used well by every class, although classroom computers are often underused.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and personal development are excellent, as are pupils' relationships with each other and with adults in school. Pupils behave very well at all times. Their spiritual, moral, social and cultural development is very good. Attendance is satisfactory.

Main strengths and weaknesses.

- Pupils demonstrate exemplary keenness and enthusiasm in lessons, and take maximum advantage of the opportunities offered by the school.
- The school is a model of excellent relationships.
- Pupils' social awareness is very well promoted, thus facilitating a friendly, supportive and co-operative atmosphere in school.
- Pupils' spiritual, moral, social and cultural development overall is very good. Social development is excellent.
- Pupils behave very well in lessons, at play, at lunch and in moving around the school.
- Attendance, although satisfactory, is affected by the relatively high number of parents who take holidays in term time.

Commentary

7. Pupils' attitudes to school are exemplary. Pupils play or chat happily whilst waiting to come into school in the morning. Even amongst the youngest children in the reception class, there is no reluctance to leave parents or carers. There is an eagerness to get on with the day. In lessons, pupils are keen, enthusiastic, interested and well motivated to learn. They respond very positively to

opportunities to contribute to discussions. Pupils' motivation and commitment to learning is at its highest in dynamic English and mathematics lessons. Pupils are keen to take up opportunities offered by the school, such as extracurricular clubs, off-site visits, the annual residential visits to Europe, taking part in sports events, and opportunities for looking after younger children.

8. Relationships throughout the school are excellent. Pupils of all ages, backgrounds, abilities and of both genders mix very well. Lunchtime play is an object lesson in inclusion and positive relationships. Older children - boys as well as girls - play with, and look after, small children without the slightest trace of self consciousness. This is a consequence of the school's excellent promotion of personal and social development. Pupils are happy to accept responsibility for themselves and younger children, for example, each Year 6 pupil reads a book jointly with a reception class child, the older pupils having been trained in how to help young children read. The resulting friendships carry over into the playground, so that young children feel that they have a 'big' friend. Pupils carry out duties around the school, such as clearing up the hall after lunch, and in the wider community by taking part in community events and organising charity fundraising events. Two residential visits to France and Holland, jointly with a neighbouring primary school, for pupils in Years 5 and 6, provide further fruitful opportunities for pupils' personal and social development.

9. Pupils' spiritual, moral, social and cultural development is very well promoted. Pupils are well aware of, and respectful towards, their own and other people's faiths and traditions. There are good links with the parish church and the vicar is a frequent and popular visitor to the school. Pupils are encouraged to see the spirituality in nature, the environment, and through their work in art. Moral development is very well promoted. Pupils understand the principles of right and wrong and are encouraged to relate these to their own life at school: for example in discussing school rules and in creating an ethos of respect for others. Cultural development is good; pupils take part in local music and dance festivals, and are taken on visits that expand upon their own cultural heritage: for example to the museum at Swindon. Pupils explore cultural issues through the curriculum, for instance modern European art is looked at through a 'chairs' project based on Van Gogh's painting. In religious education lessons, pupils explore their own cultural heritage; the vicar, for example, has performed a 'baptism' in Year 1 using dolls, and the same pupils have studied church windows so as to create 'stained glass' pictures.

10. Behaviour is very good, as was the case at the time of the last inspection. There have been no exclusions over the preceding twelve months. The school's routines are clearly understood and readily followed, for example lining up to come into school. In lessons pupils know what is expected of them. Teachers' classroom management is excellent, as is the staff's insistence upon high standards of behaviour. The orderly atmosphere in lessons contributes significantly to pupils' very good learning. In pre-inspection correspondence, a few parents expressed considerable concern about bullying. Other parents are of the view that, whilst occasional unpleasantness between children is inevitable, any instances are handled well and promptly by the school. Nothing untoward was seen during the inspection. Pupils interviewed, whilst recognising occasional incidents, have full confidence in the way the school deals with such events.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

11. Attendance is satisfactory. At 94.8 per cent it is in line with the national average for primary schools and unauthorised absence is nil. A high level of holiday absence during term time however, significantly affects the attendance level.

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	116	0	0
White – any other White background	5	0	0
Black or Black British – African	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Strong team work and superb relationships lead to an excellent ethos for learning throughout the school. The school is very well regarded by parents and is a very valued part of the village community.

Teaching and learning

The quality of teaching is very good with some excellent features. A feature of teaching is its consistency throughout the school.

Main strengths and weaknesses

- Teaching in the Foundation Stage (reception class) is very good with several excellent features.
- In Years 1 and 2, teaching is very good in reading, writing and mathematics.
- In Years 3 to 6, teaching is good in English and very good in mathematics and science.
- All lessons are well organised, lively and interesting, and proceed at a good and often dynamic pace.
- Teaching of pupils with special educational needs is very good.
- Assessment is very thorough, so teachers know pupils well and have a clear understanding of pupils' differing abilities.
- Teachers do not develop pupils' literacy skills well enough in subjects such as history, geography and religious education.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	15	10	1	0	0	0

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

Commentary

12. Teaching in the Foundation Stage (reception class) is very good overall, with excellent teaching in the key areas of personal, social and emotional development, communication, language and literacy and mathematical development. A notable feature of teaching in the reception class is the superb rapport that the teacher has with every child. The teacher has very high expectations of behaviour and effort, and children respond with terrific commitment.

13. A feature of teaching in Years 1 to 6 is its consistency. Very good teaching occurs regularly in every class. There are a number of common features to lessons throughout the school. All lessons

are well organised and proceed at a lively and often dynamic pace. Teachers are confident and relaxed and lessons have a calm, purposeful atmosphere. All teachers have very high expectations and pupils respond positively to the demands made of them. Hard work and sustained concentration are the norm. Teachers work hard to make lessons interesting, enjoyable and relevant. A good example was a history lesson in Years 3 and 4 when the teacher encouraged pupils to take part in a role play activity as part of their study of the life of evacuees in the Second World War. This not only enabled pupils to thoroughly enjoy the lesson but led to significant levels of empathy for the plight of some children. Not surprisingly, the quality of pupils' written work as part of this project was outstanding.

14. Teachers have made effective use of the National Strategies for Literacy and Numeracy and the best teaching is in English and mathematics. Two-thirds of teaching in these subjects is very good or better. Teachers' crystal clear exposition and searching questioning of pupils are features of English and mathematics lessons. Another key factor in English and mathematics lessons is the high quality of assessments of pupils' work. All teachers keep detailed records and use these to ensure that work presented to pupils is well matched to their recent attainments. Teachers are very successful in including all pupils in every aspect of the lesson. As a result, the teaching of pupils with special educational needs is very good. Pupils have detailed individual education plans that have specific targets that are monitored regularly. Similarly, more able pupils are successfully stretched and challenged, especially in mathematics lessons.

15. Teaching in other subjects is similarly well organised and lively, but lacks the sparkle and panache of English and mathematics lessons. A scrutiny of pupils' work over the course of the year reveals one relative weakness in teaching not apparent in the lessons observed. Opportunities to develop pupils' literacy skills in other subjects are often wasted. There are occasional good examples, such as pupils' writing about pilgrimages in religious education, but these are too limited. Teachers make improving use of ICT to support pupils' learning. The ICT suite is used well to support learning in different subjects, although classroom computers are underused.

16. Teaching has improved since the last inspection, with the many good and very good features then now being very good or excellent.

The curriculum

The school provides a satisfactory curriculum with some significant strengths although insufficient time is devoted to some subjects which results in some imbalance.

Main strengths and weaknesses

- Provision in English, mathematics and science is good, and frequently very good.
- Provision for pupils with special educational needs is very good.
- The provision for enrichment and extracurricular activities is very good.
- Resources for learning are satisfactory.
- Below average teaching time in Years 3 to 6 means some non core (foundation) subjects are not covered in enough depth.
- Accommodation is inadequate due to the lack of a proper school hall.
- Provision for outdoor play in the reception class is unsatisfactory.

Commentary

17. There is an unusual mix of significant strengths with some weaknesses in the curriculum provision. The core curriculum is very strong with good amounts of teaching time devoted to English and science and more than average time devoted to the teaching of mathematics. Teaching time for pupils in Years 1 and 2 matches the recommended minimum time for all pupils in the country. For pupils in Years 3 to 6, the teaching time is below the recommended minimum. At the time of the inspection, teaching time for geography and history for Years 3 to 6 was noticeably low, and the

evidence from the inspection confirmed this when looking at the subjects over the course of the year so far. Teaching time was low for art and design in Years 5 and 6. Teachers do compensate for this to some extent with well paced and often dynamic teaching. Opportunities are taken to work in a cross-curricular way, linking English and history with the arts. Pupils benefit from a wide range of extracurricular activities, focus weeks and a wide range of visits and visitors. Throughout the year, good use is made of the local area. There are links with the local environmental agency and pupils in Years 5 and 6 have two annual residential visits on the continent.

18. Curriculum provision in the Foundation Stage is good overall, with a positive emphasis on the development of early literacy and numeracy skills. Provision for personal, social and emotional development is outstanding. However, the outdoor play area is poorly resourced and underused and provision for physical development is unsatisfactory.

19. The individual subjects in the curriculum are well planned and as a consequence lessons are focused. Teachers' subject knowledge is good and this benefits provision. The school has mixed age classes for Years 3 to 6, and work in these classes is set at appropriate levels. There is a consistent approach from staff, who have a strong commitment to teamwork. Each year group has a curriculum plan although evidence from the inspection shows that history and geography, and to a lesser extent art and design, do not have enough time devoted to them consistently over the course of the school year.

20. The school has very effective strategies for teaching literacy and numeracy. Although there are some positive examples of writing skills being developed in some subjects, the overall use of literacy in other subjects is only satisfactory. The well balanced PSHE curriculum supports pupils' learning in the school and makes a very positive contribution to the superb ethos for learning in every class.

21. The provision for pupils with special educational needs, including the two statemented pupils, is very good with some excellent features. This is because of the very well written individual education plans, the awareness of all staff of the needs of these pupils and the often excellent work of the teaching assistants.

22. Evidence from the inspection illustrates that provision for homework is good, with increasing amounts of numeracy and literacy given to pupils in the older age groups. Homework makes a positive contribution to the overall quality of curriculum provision.

23. The school has no proper hall and provision in subjects such as physical education (PE) suffers because of this. Other accommodation in the school, apart from the reception class playground, is well used. There is a very well equipped computer suite and networked computers in the classrooms. There is a good range of well organised resources in the school. A small non fiction library is housed in a spare temporary classroom. A large corridor space is used for school assemblies, for lunches and for PE. Although the staff are expert at using this small space there is an urgent need for a proper school hall.

Care, guidance and support

The school knows its pupils very well and provides a very high standard of support and guidance based on a thorough knowledge of pupils' academic and personal development. Every child has at least one trusting relationship with an adult in school. A safe and healthy way of life is promoted. There are satisfactory arrangements for involving pupils in the life of the school.

Main strengths and weaknesses

- The quality of supportive relationships between pupils and adults is excellent.
- Pupils are very well supported through informed guidance based on a good knowledge of their personal and academic progress.
- The school takes very good care of its pupils through promoting very high behaviour standards, healthy life styles and awareness of personal safety.

- Whilst pupils are involved in the day-to-day life of the school, there are no formal procedures for gathering their views.

Commentary

24. This is a smaller than average school in which all pupils are well known to all adults and one in which relationships between children and adults are excellent. All staff are superb role models. There is a good range of extracurricular activities - every teacher takes a club - and the take-up rate amongst pupils is high. Consequently, pupils are known to more than just one teacher and seen in settings other than the classroom. Assessment procedures are effective at all stages. These factors, together with the strong ethos of care throughout the school, ensure that all pupils have ready access to informed help and guidance, based on a thorough knowledge of their personal and academic development. Individual pupils' problems are discussed by the entire staff and, when a pupil moves from one class to another, the respective class teachers meet to exchange information.

25. All the necessary procedures for ensuring pupils' health and safety are in place. The governing body carries out its statutory duties in this respect and the local education authority completes a regular audit of the premises. There are competent arrangements for meeting pupils' medical needs, trained first aiders handle accidents, records are kept and parents are informed. The headteacher is the designated person for child protection purposes; both she and the deputy head have been appropriately trained. Child protection has been the subject of a staff training day and all staff, including lunch time supervisors and governors are aware of the action to be taken in cases of concern. The school actively promotes healthy living. All children are encouraged to have a bottle of water readily to hand and to drink often. Healthy snacks, such as fruit, are promoted. As a result, the school has gained a 'healthy schools' award. Personal safety is addressed; for example, the Years 5 and 6 class was observed enjoying (and participating effectively in) a presentation about first aid by a visitor from St John Ambulance.

26. Pupils are involved in the life of the school to a satisfactory extent. Older pupils have responsibilities for younger children in the playground and at lunch. Pupils are involved in discussion about their own academic targets - in the Year 1 class these are displayed graphically on a tree. School codes of conduct are discussed by the headteacher with the whole school during assemblies and, from time to time, the headteacher will have meetings with groups of pupils after assemblies. A school council is planned for the next academic year.

Partnership with parents, other schools and the community

Parents have good, positive views of the school and its ethos. The partnership between school and home is good. Partnership with other schools and the community is good and plays a positive role in supporting pupils' learning.

Main strengths and weaknesses

- Parents are very supportive of the school.
- The school provides a good quality of information for parents.
- Good community links add an extra dimension to pupils' learning.
- Good links with partner institutions enrich the curriculum and smooth pupils' transfers between stages of education.

Commentary

27. The school has the whole-hearted support of parents and the community. Parents find the headteacher and staff approachable and happy to engage in informal discussion about parental concerns. Parents show a keen interest in their children's work and contribute very well to their learning by supporting homework and children's reading at home. Parental help in school is actively sought and welcomed by the school. Parents are welcome to attend school events. The governing

body seeks parental views of the school by means of an annual questionnaire. The lively and effective 'Friends Association' continues the partnership between school, parents and community by organising a variety of fundraising events.

28. The school provides parents with information of a good quality. The school prospectus is friendly and welcoming in tone and very professionally produced. Parents receive monthly newsletters that keep them up-to-date with school events. At the beginning of each term, parents are informed of the topics their children will be studying. There are three formal consultation opportunities a year, but, as parents point out, staff are readily accessible at any reasonable time to parents with concerns. Pupil reports are good; they provide an overview of the child's progress throughout the year, with particularly good detail about the core subjects of English and mathematics, together with general targets and comments on the child's personal development. In addition, parents receive progress reports in the autumn and spring terms.

29. Community involvement benefits the school in several ways. The community is supporting the school in its endeavours to build a new school hall; a charitable trust has been set up to help raise funds (a new hall will be seen as a community asset) and the school is represented on the parish council. Pupils benefit from visits to local farms and environmental centres and visits from local artists and performers. During the inspection, a volunteer from St John Ambulance was seen talking to a Years 5 and 6 science class about first aid. There are close links with the local church; the vicar is a frequent visitor and pupils use the church as a resource in support of history, religious education and art. Members of the community, as well as parents, work voluntarily in school. Pupils entertain local pensioners at Christmas and donate produce from their Harvest Festival service to them, thus developing their understanding of citizenship.

30. Links with partner institutions are constructive and developing. A number of parents were unhappy at the local education authority's redesignation of secondary school catchment areas. The headteacher together with the designated secondary school's headteacher is working hard to develop good links. The secondary head attended the school's annual governors report meeting and staff from the secondary school visit to offer sports coaching for pupils. Pupils in Year 6 work on a transition task that will carry over into Year 7. Pupils are offered a familiarisation day before transfer and the secondary school consults on matters such as friendship groups. The designated secondary school has business college status and plans are in place to capitalise upon its expertise in information technology.

31. There is good co-operation between the school and neighbouring primary schools: for example the annual residential visit to France or Holland is made jointly with a nearby primary school. Schools co-operate in an annual dance event which involves as many as eleven local primary schools. Liaison with the local pre-school group is very effective and aided by the fact that the pre-school group's premises adjoin the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is very good. The work of the governing body is good.

Main strengths and weaknesses

- The leadership of the headteacher is very good.
- There is a strong commitment to teamwork amongst all staff.
- School management systems are very good.
- Analysis of performance data is good.
- The governing body fulfils its statutory responsibilities and effectively supports the school.

Commentary

32. The long serving headteacher has been very successful in maintaining the high quality of education at the school. She has built a highly committed, enthusiastic team. Morale is very high and the school provides a consistently very good quality education for pupils. The headteacher's very democratic and sensitive style of leadership ensures that all stakeholders, staff, pupils, governors and parents, are involved in the continuing development of the school through the long term plan. The leadership of teaching and learning in the school is very good. Management of the curriculum is less effective, but satisfactory. The headteacher makes herself very available to parents, welcomes pupils in the playground in the mornings and has a very high profile around the school.

33. The roles of key staff are well defined and build on strengths and interests. Effective teams have been established and all adults working in the school work well together and are committed to providing high quality education.

34. Performance management of staff is well managed. The induction and continuing professional development of staff are both good and there has been a recent and effective focus on training in ICT. There is a strong culture of all staff wanting to improve knowledge and expertise. The school has links with local teacher training courses and will provide school experience for a student in the near future. A range of strategies has been used to improve the quality of teaching, and staff are regularly observed by the headteacher and to a lesser extent by subject co-ordinators.

35. The efficient school systems allow the school to run smoothly and staff to work efficiently and effectively. Finances are well managed by the headteacher and school administrative officer with good support from the local education authority and governors with responsibility for finance. Spending is carefully targeted. The determination of the school to raise the achievement of all pupils is evident and many future plans are based on the permanent establishment of an extra class and the provision of a school hall. With this in mind the school currently carries forward a higher proportion of its budget than is usually recommended.

36. The school has effective procedures to track pupils' achievements which show that pupils are making very good progress in English and mathematics. The well established systems instigated by the special educational needs co-ordinator (SENCO) ensure that pupils with special educational needs make very good progress.

37. The governors fulfill their statutory responsibilities. Some have particular expertise which is used for the benefit of the school. The chair has a clear view of the school's strengths and all governors are very supportive and work hard for the school. The governors act as 'critical friends' to the school and effectively monitor provision. The school gives very good value for money.

38. Leadership and management have been maintained at a good level since the last inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	386,660
Total expenditure	380,086
Expenditure per pupil	3090

Balances (£)	
Balance from previous year	26,799
Balance carried forward to the next	32,607

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **very good**, with several excellent features alongside one significant weakness.

Main strengths and weaknesses

- Teaching and learning in personal, social and emotional development are excellent.
- Teaching and learning in communication, language and literacy are excellent.
- Teaching and learning in mathematical development are excellent.
- Attitudes to learning are excellent.
- Provision for physical development is unsatisfactory because of inadequacies in terms of accommodation and resources.

Commentary

39. Children start school in the reception class with above average levels of attainment. They quickly adjust to the demands of the school day. Children are carefully assessed when they start school and their progress is tracked in detail throughout the year. These accurate records enable the teacher to set personal targets for each child which are displayed in the classroom. This ensures that children are provided with tasks that are carefully based on their prior attainments. From an early age children have a clear picture of their own achievements and what they need to do to improve. Excellent links with parents and with the pre-school provider on the same site ensure children make a flying start to their full time education.

40. Provision is significantly better than at the time of the last inspection. Features that were good have been consolidated and accommodation is vastly improved. However, some previous weaknesses in terms of provision for play remain weak.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Commentary

41. This key area of learning is given a high priority by the teacher and her assistant and achievement is excellent. The teacher has a superb rapport with children and has been successful in creating a happy, calm atmosphere in which every child flourishes. Relationships are excellent at all levels and children soon appreciate that learning is fun. They sustain very good levels of concentration and are confident to try out new ideas. They take turns sensibly and share equipment in a mature fashion. For example, when making their own story books, they share scissors and glue sticks without fuss. Both members of staff positively promote a clear understanding of right and wrong. A good range of stories and displays enable children to develop a respect for other cultures and different faiths. Children are expected to look after their own property carefully and soon develop mature levels of independence. At the start of the school day, for example, they put away their clothes and reading bags efficiently and quickly prepare for the first lesson. A particularly positive experience for the children is the weekly reading session with friends from the Years 5 and 6 class. This makes a significant contribution to children's social development. The majority of children are on course to easily exceed the expected goals by the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **excellent**.

Commentary

42. Achievement is excellent because of consistently outstanding teaching. The teacher plans a wide range of opportunities for children to talk in front of the class, to an adult or to peers. The calm, relaxed atmosphere that owes much to the teacher's superb rapport with children gives all children the confidence to speak in front of the class. Each day begins with such a session and, during the inspection, many children spoke confidently with clear articulation, often putting a series of ideas together. When the teacher speaks to the class, children listen in awed silence and complete focus. Speaking and listening skills are developed in an outstanding fashion, with many children reaching standards more commonly seen in Year 2.

43. The teacher's determined and skilful focus on developing phonic (sounds of letters) skills gives children a flying start in terms of their early reading skills. The superb reading of 'big book' stories, such as 'The Enormous Turnip' in front of the class gives children a quick appreciation of how joyful good literature can be. All children proudly take home their 'book bag' every day, and the high level of positive support from family members makes a significant contribution to the high levels of achievement in reading.

44. The teacher has very high expectations in terms of children's development in writing and children respond with considerable enthusiasm and panache. Most children are on course to be well above the standard expected by the end of the school year. A particular strength in writing is the superb quality of children's handwriting, which is already very neat and well organised with correct use of ascenders and descenders.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **excellent**.

Commentary

45. The teacher plans a wide range of practical activities that effectively promote children's knowledge and understanding of numbers. Almost all children can count confidently to 20 and beyond and more able children have a clear understanding of 'zero' and use this term correctly.

46. A feature of lessons is the teacher's ability to make learning fun in this key area and lessons are often punctuated by friendly chatter and good humour. Very good use is made of calling the register at the start of each day, giving children the chance to count the number of children having school dinners or packed lunches, and making up correct sentences such as, 'There are more packed lunches than hot dinners today'. Children especially enjoy a range of action songs, such as 'five naughty monkeys' that reinforce their knowledge of numbers.

47. A strength of teaching is the care taken to present work to children that is closely matched to their prior attainments. If children find a task difficult they receive appropriate support from a skilled teaching assistant, whilst more able children are presented with challenging but manageable tasks. The teacher has very high expectations of work and effort, and levels of sustained concentration are remarkable for this age group.

48. Most children are on course to reach well above average standards by the end of the school year in mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Commentary

49. There was insufficient evidence during the inspection to make a secure judgement about the standards achieved by children or the quality of teaching. However, a scrutiny of children's work and of teacher's planning indicate a number of strengths in this area of learning.

50. Children have developed a good knowledge and understanding of the parts of the body as part of a project on 'Ourselves'. One child was able to explain that, "Our body would fall apart without the skeleton." The teacher makes good use of the classroom computer and children quickly become familiar with the mouse and how to control the cursor. These skills are developed effectively in weekly visits to the school's ICT suite. Another positive feature in this area of learning is the teacher's use of Bible stories so that children learn about who Jesus was and why he is important to Christians.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Commentary

51. The accommodation and resources for this area of learning are inadequate. The reception class does have a dedicated playground for its own use but it is too small for the number of children and is poorly resourced, being without wheeled toys such as bikes, trikes and scooters, and lacking any climbing frame with the necessary safety surface. The teacher has worked hard to redress this weakness by the use of the well appointed school playground so children do get some experience with wheeled toys and climbing frames, but these are only available on an occasional basis. During the inspection, the reception class playground was not used at all and children's opportunities for structured outdoor play are too limited. Children do have use of the school playground twice daily when they take part in 'playtime' with the older children but these sessions lack focus. They are well supervised but no teaching takes place and children make little progress in terms of their physical development.

52. The teacher makes good use of the small school hall for physical education lessons and, during these sessions, children achieve well.

53. Children achieve very well in terms of their manipulative skills, as they handle a range of materials with dexterity. Playdough, scissors and brushes are all used with good levels of control and skill. Overall, however, most children are not on course to meet the expected standards by the end of the school year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Commentary

54. There was not enough evidence to make a secure judgement about children's overall achievements or about the quality of teaching. However, a scrutiny of children's work and the teacher's planning indicate that provision is at least satisfactory.

55. Children have produced some lively, stimulating art work and much enjoyed a lesson where the teacher demonstrated how to mix powder paint with water-paste glue. Children enjoy a sound range of appropriate songs and sing with considerable gusto. However, opportunities for creative and imaginative play are too limited. The class does have a small role play area, but this was underused during the inspection.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good** and frequently **very good**. Standards in reading and writing have been consistently high over the last four years, and although there was a slight fall for higher attainers in Year 6 last year, standards seen during the inspection were very good and achievement was good. Standards in speaking and listening throughout the school are very good.

Main strengths and weaknesses

- The school has maintained high quality provision since the last inspection.
- Assessment is very well used to further pupil achievement.
- Teaching is very good in Years 1 and 2, and good in Years 3 to 6.
- Teaching assistants make a very strong contribution to lessons.
- Pupils articulate ideas, listen and respond to teachers' and each others' ideas very well in lessons.
- The number of pupils in Year 6 attaining the national average was very high although the number reaching the higher standards was slightly below average in 2003.

Commentary

56. Pupils' standards in reading and writing are very high at the end of Year 2. The results of the 2003 National Curriculum tests place the school in the top five per cent nationally. In Years 3 to 6 the standards are above average, but slightly below the standard of other similar schools. The proportion of eleven year olds reaching level 5 (the higher level) last year was slightly below the national average and the lowest in the school for some time. However, teacher assessment showed a satisfactory number of pupils reaching this higher level and in the actual tests just three pupils underperformed and narrowly failed to reach level 5. Pupils achieve very well in Years 1 and 2, and achieve well in Years 3 to 6.

57. The development of pupils' thinking and the attention to detail through consistently high quality teaching underpins the success of provision in English in the school. In a Years 5 and 6 lesson, pupils had to construct written arguments about the rights and wrongs of Tudor exploration. Sophisticated teacher questioning brought high quality spoken responses with pupils offering a range of well chosen sentence suggestions. This was very good quality speaking and listening and the emphasis placed on this part of English teaching had a very high priority in all lessons seen and thus ensured very good standards. Pupils in Years 3 and 4 analysed well chosen passages studying word usage and punctuation and went on to use computers in their writing. The class teacher was very well supported by the teaching assistant. The subsequent writing was very good, clearly benefiting from this in-depth preparatory work.

58. Clear instruction and excellent modelling of speech enabled Year 2 pupils to write very effectively when using dialogue in speech bubbles for a story. The lesson was very carefully planned and the teacher worked skilfully to challenge pupils to achieve well. In an excellent Year 1 lesson, pupils retold the story of Cinderella as a group, and then through individual writing. The inspirational teaching ensured that the very high standards that the pupils achieved and the excitement of real creativity was evident throughout. The results achieved by these very young pupils were of an extremely high standard. In both these lessons sensitive and very effective support was supplied by the teaching assistants.

59. Reading has a high priority in the school. All pupils follow individual plans, records are carefully maintained by parents, teachers and pupils. Reception children are frequently paired with an older reading partner. These pairings are carefully chosen to ensure that the younger child benefits from more advanced reading skills and that the older child furthers their own thinking and communication skills. Older pupils keep reading journals and all classes have easy access to a very good range of

reading materials. The school rightly attaches high importance to reading at home. Written homework and spellings are good features of pupils' education in English.

60. Teaching and learning are very good in Years 1 and 2, and good in Years 3 to 6. All lessons are well organised and proceed at a lively pace. Whilst all teaching is of a good quality, teaching observed in Year 1 was especially inspirational. Teachers make effective use of the National Literacy Strategy, planning lessons that have a clear structure, where learning objectives are made explicit. Pupils' work is carefully marked and pupils are given a clear idea of their strengths and weaknesses and what they need to do to improve further. Teaching of pupils with special educational needs is very good throughout the school. Pupils' individual education plans have explicit literacy targets that are closely and regularly monitored and reviewed.

61. Subject leadership is very good. The co-ordinator has a very clear picture of provision in the school and ensures that assessment is very well used. Data is analysed to see where further improvements can be made, lessons are monitored and pupils' work is regularly analysed to ensure that standards are as high as possible.

62. Despite a high starting point, standards have risen since the last inspection, teaching has improved and overall improvement is good.

Language and literacy across the curriculum

63. English contributes satisfactorily to other subjects across the curriculum. There is an increasing tendency to use word processing in ICT. In history in Years 3 and 4 very good use was made of drama to support a lesson on evacuees in the Second World War. Overall, however, there are insufficient opportunities for pupils to develop literacy skills in subjects such as history, geography and religious education. There is a small non fiction library used as a resource for teaching in other curriculum areas.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are very high in Year 2 and well above average in Year 6.
- Teaching is very good in every class; lessons are lively, dynamic and interesting.
- Pupils achieve very well throughout the school.
- Attitudes to learning are excellent.
- The subject is superbly led and managed.

Commentary

64. In Years 1 and 2 pupils quickly build on the superb start made in the reception class. In 2003, all pupils in Year 2 reached the expected level 2 and 69 per cent reached the higher level 3. These results put the school in the top five per cent of schools in the country, both in terms of national averages as well as similar schools' comparisons. Pupils work very hard at improving their basic number skills and most lessons focus on this aspect of the subject. In a Year 1 lesson, for example, pupils counted forwards and backwards in twos, fives and tens to 100 with speed and accuracy. Some more able pupils even began to investigate what happens if you count backwards from zero.

65. Pupils' very good levels of achievement are sustained throughout Years 3 to 6. By the end of Year 6, standards are well above the national average and well above average when compared to other similar schools. The proportion of pupils reaching the higher level 5, 59 per cent, places the school in the top five per cent nationally. The school's commitment to high standards in mathematics is reflected in the fact that the amount of time allocated to this subject every week is well above average in Years 3 to 6. All aspects of the subject are covered thoroughly. The school recently

identified problem solving as an area for development and this has resulted in significant improvements in this aspect of the subject. Despite a high starting point in 1998, standards in Years 2 and 6 have risen above the national trend since the last inspection.

66. A notable feature of work throughout the school is the care taken to ensure work presented to pupils is closely matched to their prior attainments. As a result, pupils with special educational needs are presented with manageable, but challenging tasks, and more able pupils are fully stretched with much of their work being normally presented to pupils two years older.

67. Pupils make satisfactory use of computers to practise numeracy skills. The well resourced ICT suite is used well, with every class having a weekly mathematics lesson in the suite, although opportunities to use computers in class lessons are too limited.

68. Teaching and learning are very good throughout the school. Of the seven lessons observed during the inspection, a remarkable six were very good and one lesson was good. A feature of teaching is its consistency across the school. All teachers have very high expectations of work and effort. All lessons are presented in a lively and often dynamic fashion. There is a considerable emphasis on making the subject enjoyable and, in interviews with Year 6 pupils, many cited mathematics as their favourite subject. Lessons have a cracking pace, with sustained concentration and tremendous effort the norm. Teachers' subject knowledge is extremely thorough and astute questioning ensures that all pupils are included in class question and answer sessions. The terrific pace of work in lessons was reflected in a scrutiny of pupils' work over the course of the year, which revealed a volume of work well above that normally seen. Another strength of teaching is a clear insistence on superbly presented work. The marking of pupils' work is good, with frequent examples of useful evaluations that gives pupils a clear idea of their own strengths and weaknesses and what they need to do to improve further. A minor weakness in teaching, that meant that some lessons were judged to be very good rather than excellent, is that the teacher's enthusiasm is so infectious that not enough time is left for a thoughtful and evaluative 'plenary' session at the end. Teachers keep detailed assessment records of each pupil's progress and these are used well to set new tasks for each pupil.

69. Leadership and management of mathematics are very good. The subject co-ordinator sets a positive example with her own inspiring teaching and supports colleagues very effectively. Standards are monitored closely and trends in attainment evaluated. Despite the consistently high standards over many years, there is a commitment to further improve standards. Teaching and learning are monitored and best practice is shared.

70. Despite a high starting point in 1998, provision since the last inspection has been improved significantly.

Mathematics across the curriculum

71. Numeracy skills are used satisfactorily in other subject areas. Graphs are used effectively in science lessons, but there is very limited use in some subjects such as design and technology and geography.

SCIENCE

Provision in science is **good** and is frequently **very good**. There has been a trend of improvement over the last few years.

Main strengths and weaknesses

- Last year's national tests for eleven year olds showed a very high proportion of pupils achieving level 5.
- There is a consistently good approach to investigative work backed up by work on knowledge and understanding.

- There are good assessment systems.
- Pupils' attitudes to science are very good.
- The role of the co-ordinator is underdeveloped.

Commentary

72. At the time of the last inspection standards were above average in Year 2 and well above average in Year 6. There was a good emphasis on practical work. Provision in science has continued to be good and last year standards for eleven year olds were well above average in comparison to similar schools and in comparison to all schools nationally. Throughout the school pupils achieve well in science.

73. The school ensures that all pupils cover a suitable range of work with correct emphasis on practical and investigative work. Pupils in Years 3 to 6 are able to write up their investigations, make predictions and draw conclusions. Teachers' marking helps pupils to develop their work and encourages scientific thinking.

74. In Years 5 and 6 pupils cover a good range of work on life processes and living things, materials and physical processes. There is a good focus on investigative and practical work. Regular homework is well used to increase pupils' knowledge and understanding. Learning about life processes was further enhanced by the visit of a member of the St John Ambulance Brigade and this developed pupils' scientific knowledge and understanding well in a good lesson. Pupils in Years 3 and 4 worked practically on how to keep heat in and cold out. They showed the ability to construct a fair test and in this very good lesson they worked co-operatively and with sustained concentration as they found out about thermal insulators and conductors.

75. In a good Year 2 lesson pupils learned about electricity and simple circuits. Good teacher questioning encouraged the pupils to explain the circuits and the flow of electricity. The teacher used a problem with the electrical equipment to demonstrate the need to test every component separately. Pupils made good progress and went on to make a variety of circuits. Pupils in Year 1 are able to classify living and non living things, demonstrate a good knowledge of body parts and the five senses, and have conducted practical work on different types of movement.

76. Only a limited number of lessons were observed during the inspection, but a scrutiny of pupils' work and an analysis of pupils' achievements over time indicate that teaching is at least good throughout the school.

77. The relatively inexperienced co-ordinator is supportive of all staff. She initially monitored lessons and liaises closely with the Years 5 and 6 teacher. Regular assessments are used to analyse future learning. There is a yearly scrutiny of work by the co-ordinator and feedback is given to staff. Good use is made of a commercial scheme and the national scheme to ensure coverage of the whole science curriculum. Consistent marking throughout the school helps to challenge pupils' thinking. However, the role of the co-ordinator is as yet underdeveloped. There have been insufficient opportunities to attend suitable in-service training which may support future developments.

78. The school has worked hard to maintain and improve provision in science and improvement since the last inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**, with some recent significant improvements.

Main strengths and weaknesses

- Good use is made of the well appointed ICT suite, although classroom computers are less well used.
- Recent training has improved teachers' subject knowledge and confidence.
- Attitudes to learning are very good.
- Assessment is weak.
- Subject leadership is effective, although not enough time is allocated to monitoring the quality of teaching and learning.
- ICT is not used enough to support learning in subjects such as history and geography.

Commentary

79. By the end of Year 2, standards are in line with those expected for this age. This is mainly as a result of effective, well organised teaching. Teachers have a satisfactory knowledge of the subject and ensure that an appropriate range of work is provided. Pupils in Year 1 use a 'paint' program to make Christmas cards as well as imaginative 'stained glass windows'. Pupils in Year 2 use word processing confidently and are able to save and retrieve their work. They use 'logo' to make a range of accurately drawn shapes.

80. Standards in Year 6 are at the expected level. Pupils use e-mail competently and have particularly benefited from an innovative link with a school in Northern France which has a civic link with the village of Bathford. This has involved pupils from both schools exchanging messages in English and French. Pupils in Years 3 and 4 have used their word processing skills to display their poetry, enhancing their work by using 'cut and paste' techniques to illustrate the text with coloured pictures.

81. Interviews with older pupils reveal that the school provides a good range of learning opportunities. However, the school recognises some historic weaknesses in provision for ICT, hence its priority in the school's present development plan. As a consequence, standards are rising significantly, although there remain some gaps in the knowledge and understanding of pupils in Years 5 and 6. For example, older pupils are not so adept at reviewing the effectiveness of their work, nor comparing strategies with alternative methods.

82. Teaching is satisfactory overall, with good teaching observed in the ICT suite. Lessons in the suite are well organised and have a lively pace. For example, a Years 5 and 6 lesson on control technology was lively, enjoyable and well led by a confident teacher. A notable feature of lessons in the ICT suite is the very positive attitudes that pupils have towards learning. However, classroom computers are less well used and teachers do not always appreciate the range of opportunities available to support pupils' learning. The school recognises that assessment strategies are weak and records of pupils' progress in ICT lag behind the often superb assessments undertaken in some other subjects.

83. Leadership and management are good. The subject co-ordinator has a clear understanding of the school's strengths and weaknesses in ICT and a zealous determination to improve provision. She has led effective staff training and improved resources. She has helped to draw up a detailed development plan for the subject which she monitors closely. However, a weakness of leadership is the limited amount of time for monitoring the quality of teaching and learning throughout the school.

84. Improvement since the last inspection is satisfactory, with significant improvements over the last four terms.

Information and communication technology across the curriculum

85. ICT is used effectively to support learning in English, mathematics and science. Despite some pockets of good practice, the use of ICT to support learning in other subjects is less than satisfactory. Pupils in Years 5 and 6 used the Internet to research their historical studies of the Tudors. However, a scrutiny of pupils' work over the course of the year shows that such positive examples are too rare.

HUMANITIES

Provision in history, geography and religious education is **just satisfactory**. Standards in history and geography in Year 6 are only just at the expected level and pupils **do not achieve well enough** in these two subjects.

86. Work in history and geography was sampled and analysed. Only two history lessons were observed and discussions were held with a group of pupils from Year 6.

87. The school has a detailed curriculum map that ensures that all the necessary topics are covered in history and geography as pupils move through the school. However, a key weakness is the limited time allocated to these two subjects, especially in Years 3 to 6. The time older pupils spend studying history and geography is well below that of most schools in the country. This weakness is partly alleviated by the dynamic pace of many lessons. Nevertheless, some topics are not studied in enough detail. By the end of Year 6, pupils have an adequate knowledge of the key dates, periods and events in British history. By contrast, pupils' knowledge of historical sources and how history is interpreted is a weaker area of work. Similarly, in geography, pupils' factual knowledge is sound. Pupils in Year 6 can name the countries and main cities of the United Kingdom as well as the larger countries of the European Union. However, the range of geographical vocabulary is limited and knowledge and understanding in geography is too superficial.

88. Despite some pockets of good practice, literacy skills are not well developed in history and geography. In the Years 3 and 4 class, pupils developed their speaking and listening skills well in a role play activity about the plight of evacuees in the Second World War and produced some very high quality writing as part of this study. However, scrutiny of pupils' work in Years 3 to 6 over the course of the school year shows a very limited range of recorded work in both history and geography.

RELIGIOUS EDUCATION

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- All aspects of the agreed syllabus for RE are covered.
- There are strong links with personal, social and moral education.
- A superb range of displays around the school gives RE a high profile.
- Pupils' literacy skills are not well developed in Years 3 to 6.

Commentary

89. No RE lessons were observed during the inspection. However, a scrutiny of pupils' work and an analysis of work on display confirm that standards at the end of Years 2 and 6 are in line with those expected in the locally agreed syllabus.

90. By the end of Year 2, pupils have a sound knowledge and understanding about the respective roles of family, friends and the community. They know about the importance of special places and artefacts in different religions. After a visit to the local church, pupils correctly labelled a drawing,

identifying the most important features of a church. Pupils in Year 2 have a satisfactory understanding of the Jewish faith and can name some of the key artefacts.

91. By the end of Year 6, pupils have a sound knowledge of the Christian faith and relate many of the stories told by Jesus. Assemblies and acts of collective worship are especially effective in bringing traditional Bible stories to life. During the inspection, pupils in the Years 5 and 6 class acted out a modern version of the 'Good Samaritan' story, successfully illustrating the message behind this story. The theme of caring for others is a recurring one in assemblies and lessons, and makes a very positive contribution to pupils' personal, social and moral development. Pupils in Year 6 have a sound knowledge of other world faiths and talk with some confidence about their work on the Muslim faith.

92. Pupils' understanding of the importance of pilgrimage is supported effectively by some detailed and lively written work, as pupils write imaginary letters home to their parents after taking part in the Hajj.

93. However, a scrutiny of pupils' work over the course of the year shows a limited range of written work to support learning in RE. This partly reflects the below average amount of time allocated to RE in Years 3 to 6.

94. The school has made satisfactory progress since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **good** although time devoted to art in Years 5 and 6 is inconsistent.

Strengths and weaknesses

- Pupils experience a good range of work covering all aspects of the programmes of study and attention is paid to the processes of art and to the finished product.
- Displays of art work in the school are good and often very good.
- The co-ordinator supports and shares her enthusiasm with other staff.
- In Years 5 and 6 time spent on art is inconsistent and the development of higher level skills is underdeveloped.

Commentary

95. A good range of experiences throughout the school develop pupils' designing and artistic skills, attention being paid equally to the process and to the final finished piece. At the time of the last inspection art was described as above average with good teaching. The school has maintained this standard and exceeded it in a few areas.

96. Pupils in Years 5 and 6 used historic portraiture to inspire their designs of hats, making a range of good quality finished pieces. They use sketch books well, but insufficient regular time is devoted to art and the acquisition of skills. In Years 3 and 4 pupils use sketch books well, developing a range of techniques in line, tone and texture. In a good lesson pupils developed their skills when drawing a variety of three-dimensional shapes and learnt how to represent form by developing a range of shading and cross-hatching. These skills were put to use in a final piece of still life work. The same pupils have a very good display focused on chairs. They used artists' work, including Van Gogh, to inspire well observed sketches of chairs, then designed their own chairs for a chosen character or celebrity to sit on. The final pieces were visually very effective and extremely well made.

97. Pupils in Years 1 and 2 produce a good range of work. They are capable of sophisticated portraiture using pencil and paint. Good colour mixing techniques produce subtle tones of skin and

hair colour. Pupils in the Year 2 class have used view-finders to draw scenes around the school in pencil and in colour; the results are good, showing attention to detail, and the work is very well displayed on a wall frieze encouraging observation of the pupils' work and of the work of artists. In a very good Year 1 lesson pupils created weavings using a variety of natural and man-made materials; very good subject knowledge and very clear teaching enabled pupils to make good progress and the excellent recapping of the lesson helped pupil understanding.

98. The co-ordinator is an enthusiastic role model for other staff and has provided good in-service training to support colleagues. Resources in the school are well organised and managed and include a good range of artists' work from different times and cultures. A nationally recommended scheme of work forms the main body of the art curriculum and a range of assessed work is kept for each pupil as a record of achievement.

DESIGN AND TECHNOLOGY

From a limited range of evidence it is apparent that provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils experience a good range of work based on nationally recommended documents.
- Resources are well used in the process of making.
- Finished products are well produced.

Commentary

99. At the time of the last inspection standards were satisfactory, the school has maintained this provision with the addition of some good features.

100. Only one lesson was observed during the inspection and a small sample of previous work was seen, a brief discussion with the co-ordinator added to the evidence base. From this it was clear that pupils understood the processes of designing, listing and gathering materials, learning how to use tools, working safely and evaluating their products.

101. In the good Years 5 and 6 lesson, the class teacher was helped by a number of well briefed parents. The pupils were producing a working model of a fairground ride, making modifications, evaluating, discussing and making improvements. The class teacher challenged pupils' thinking by posing alternatives and questioning them about the models. Practical work and the acquisition of skills were very good, pupils succeeded in harnessing electric battery-driven motors to power their models. There was a good awareness of health and safety issues.

102. Displays in the school showed the designing and making of sophisticated Christmas decorations by Year 2 pupils. Pupils' worksheets showed materials needed, drawn designs, and evaluations. The evaluations compared the product with the designs and demonstrated good evaluative skills. Other work displayed in the school involved paper engineering in Year 1 and a display of moving toys involving cam mechanisms. From the schemes of work, pupils in Years 5 and 6 experience control technology using computers in the course of their studies.

103. The co-ordinator has monitored all classes from Year 1 to Year 6 helping to ensure full coverage, feedback has been written up in the school's monitoring file and there are plans to keep more photographic records. Future development of the role could be linked to the co-ordinator's professional development. Resources in the school are well organised and managed.

PHYSICAL EDUCATION (PE)

Provision in physical education is **good** with **very good** features. There is an urgent need for a proper hall for PE.

Main strengths and weaknesses

- Provision for PE is well planned to ensure good coverage.
- Teaching is good with very good features.
- There is a good range of out of school clubs.
- The role of the co-ordinator is well developed.
- The lack of a school hall prevents further development of the subject.

Commentary

104. At the time of the last inspection standards in PE were judged to be above average. Levels of provision have been maintained and the quality of work in this subject is consistently good with very good features, demonstrating the good progress made since the last inspection.

105. There is a clear commitment to providing good quality PE in the school. The school has no hall and utilises a wide corridor area. Links are made with other schools through the school sports' co-ordinator scheme and a local education authority adviser comes in to teach and support. There is a useful scheme of work that is well used in lessons. The school offers a good range of activities through the curriculum and through extracurricular activities. Years 3 and 4 go swimming in the autumn and summer terms and standards are satisfactory in this aspect of the subject. After school clubs include hockey, dance, football and cricket. The school takes part in a gymnastic tournament, a tennis festival and a dance festival.

106. Only three PE lessons were observed, all in Years 1 and 2. These lessons were well planned and very well managed in the confined space that is available, with due attention paid to health and safety. Pupils were made aware of the need to warm up and prepare properly for the main activity. All three lessons involved gymnastics and the quality of work was consistently good with very good features. In the two Year 2 lessons, there was clear progress made from the first session to the second, resulting in very good achievement. A brief observation of a Years 5 and 6 dance session showed standards in dance to be well above average, with all pupils fully committed and clearly enjoying the work.

107. The leadership and management of the co-ordinator are good with very good features. Time is given to the development of the role, attending cluster meetings, taking part in training and arranging the visits of advisers and coaches. Staff use the scheme of work very well, resulting in good quality teaching and learning. There is high priority given to the subject by all staff and they provide excellent role models, always changed for the lessons and prepared to demonstrate new ideas. Small PE equipment is well resourced but the subject cannot be developed any further without a proper hall and the large scale apparatus that could be placed in it.

MUSIC

There was insufficient evidence to make a secure judgement on music in the school.

Commentary

108. One music lesson was seen and there was a brief observation of a singing session involving four to seven year olds. In the good Years 3 and 4 lesson, pupils worked on a whole class percussion composition. Attitudes to the work were very good throughout, the class teacher orchestrated the lesson well and the collaboration between pupils was very good. The final piece was well played by the six groups within the class, varying tone and volume effectively. The joint singing session for pupils in Years 1 and 2 and the children in the reception class was good. Pupils sang a range of songs from around the world with enthusiasm.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **very good**.

Commentary

109. No lessons were observed during the inspection. However, discussions with staff, pupils and governors confirm that this subject is given a high priority across the school and makes a very positive contribution to the excellent ethos of learning.

110. The school has a thorough programme for PHSE which includes work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a clear understanding of what constitutes a healthy lifestyle.

111. A wide range of out of school activities makes a positive contribution to pupils' social development. Pupils in Years 5 and 6 greatly benefit from residential trips to Holland and France.

112. A superbly resourced playground makes a very positive contribution to pupils' social and health education. Pupils have access to a wide range of wheeled toys, balls and skipping ropes as well as quiet areas where pupils can just sit and read.

113. This is a below average sized school where staff know all pupils very well. However, there are presently no formal procedures for taking into account pupils' views, although there are plans to start a school council later in the year.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

