

INSPECTION REPORT

BERROW C of E (VC) PRIMARY SCHOOL

Berrow, Burnham-on-Sea

LEA area: Somerset

Unique reference number: 123807

Headteacher: Mr P Yardley

Lead inspector: Mr D J Curtis

Dates of inspection: 22nd – 25th March 2004

Inspection number: 255493

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:	337
School address:	Rugosa Drive Berrow Burnham-on-Sea Somerset
Postcode:	TA8 2LJ
Telephone number:	01278 783614
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Johnstone
Date of previous inspection:	March 2002

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Berrow near Burnham-on-Sea in Somerset. There are 337 pupils on roll, including children in the reception class. A very small proportion of pupils come from minority-ethnic families. A very small number have English as an additional language of whom none receive specialist support through EMAG (ethnic minorities achievement grant) funding. The proportion of pupils (13 per cent) identified with special educational needs is below the national average. No pupils have a statement of special educational need. The percentage of pupils entitled to free school meals is below the national average. The proportion of pupils who join or leave the school at times other than of normal transfer or admission is high. The school has the 'Healthy Schools Award' and is working towards the 'ECO Schools Award.'

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	Science, Information and communication technology, Physical education, Personal, social and health education.
9426	Mrs L Barley	Lay inspector	
21992	Mrs J Newing	Team inspector	English, Music, Special educational needs.
22578	Mr G Jones	Team inspector	Mathematics, Geography, History.
24342	Mrs D Franklin	Team inspector	Art and design, Design and technology, Religious education, Areas of learning for children in the Foundation Stage.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school which gives good value for money. The high proportion of pupils who join or leave the school at times other than of normal admission or transfer is a barrier to achievement.

The school's main strengths and weaknesses are:

- Achievement in English, mathematics and science is good and standards are above average.
- Pupils' personal development, attitudes to school, behaviour and relationships are good.
- Teaching and learning are good for pupils of all abilities.
- Leadership and management at all levels are good.
- The range and quality of extracurricular activities is good.
- Provision for children in the Foundation Stage is good.

The school has made good progress since the previous inspection when it was judged to have serious weaknesses. Much more effective leadership and management, together with good teaching have led to a significant improvement in standards, especially in Years 3 to 6.

STANDARDS ACHIEVED

Standards achieved are good. Children start in reception with standards expected for four-year-olds, although early writing skills are a weaker feature. Achievement is good and by the end of reception children meet the goals they are expected to reach. In Years 1 and 2, achievement is good. Standards in reading, writing, mathematics and science are above average. In Years 3 to 6, achievement is good. Standards in English, mathematics and science are above average, with more able pupils achieving particularly well. Standards in information and communication technology (ICT) exceed expectations for seven and eleven-year-olds and achievement is good. In religious education, standards meet the expectations of the locally agreed syllabus and achievement is satisfactory. Achievement is good in music and physical education and standards exceed expectations. The achievement of pupils with special educational needs is good.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

The school's results in 2003 showed a significant improvement over those achieved in previous years, with particularly strengths in the well above average proportion who achieved the higher Level 5 in English. The trend of improvement is being maintained, especially for those pupils in the current Year 6 who have been in the school since the start of Year 3 (at present 75 per cent). A high proportion of these pupils are expected to achieve the higher Level 5 in this year's national tests.

Provision for spiritual, moral, social and cultural development is good. Pupils' personal development is good. Pupils' attitudes to school are good. Behaviour is good. Attendance is good.

QUALITY OF EDUCATION

The quality of education is good, with strengths in the quality of teaching and in the assessment of learning.

Teaching and learning are good. Teachers have good knowledge of the subjects they teach and pass this onto pupils with enthusiasm. Relationships with pupils are good and teachers have high expectations as to what pupils should achieve in lessons. Pupils enjoy learning and are motivated in lessons and show impressive levels of concentration and perseverance. Teachers make good use of the results of assessments of pupils' work in order to plan successfully the next steps in learning.

The curriculum is satisfactory, with strengths in the Foundation Stage (reception). Opportunities to enrich pupils' learning outside the classroom are good. The provision for personal, social and health education is now good. Accommodation and resources are satisfactory, with the planned building work to replace five temporary classrooms with permanent buildings imminent. The school makes good provision for pupils' care and welfare. There are strengths in the links with King Alfred's Secondary School and pupils benefit from its status as a sports college.

LEADERSHIP AND MANAGEMENT

Leadership and management in the school are good. Governance is good. There are strengths in the governors' support for the school and the welfare of pupils, and in their determination in raising standards. Financial management is strong, with strengths in securing best value. The leadership and management of the headteacher are good. He has recognised and accepted the weaknesses from the previous report and taken very determined and successful steps to address them, with the result that standards have improved significantly. The leadership and management of subject leaders are good with strengths in their understanding of how their subjects need to develop. However, there is insufficient focus on the Foundation Stage as a separate stage of learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Although parents are supportive and feel that the school is caring, they have concerns about the quality of communication with the school. Inspection findings support these concerns. Pupils like school, and speak confidently about their friends and the security of knowing that adults listen to their concerns. They talk very enthusiastically about the good range of after school activities which they enjoy attending.

IMPROVEMENTS NEEDED

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

- Raise the profile of the Foundation Stage as a separate area of learning.
- Develop the use of skills in design and technology, geography and history.
- Ensure that the quality of communication with parents is clear and helpful.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved at the end of Year 2 and Year 6 are above average and pupils' achievement is good.

Main strengths and weaknesses

- Standards in English, mathematics and science are above average.
- Standards in ICT, music and physical education exceed national expectations.
- Children in reception achieve well.
- More able pupils, and those who are identified as gifted and talented, achieve particularly well.

Commentary

1. The achievement of children in reception is good. As the result of good teaching, children make good progress and most are on course to meet the goals they would be expected to reach at the end of the reception year. In personal, social and emotional development, children exceed them.

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

Standards in:	School results	National results
reading	17.3 (16.6)	15.7 (15.8)
writing	15.0 (14.4)	14.6 (14.4)
mathematics	18.1 (17.4)	16.3 (16.5)

There were 52 pupils in the year group. Figures in brackets are for the previous year

2. Results of national tests in 2003 for pupils in Year 2 were well above average in reading and mathematics, but average in writing. These results confirm the trend of improvement in reading and mathematics, with standards in writing being maintained. In the current Year 2, standards are above average in reading, writing and mathematics, and achievement is good. Pupils are confident and fluent readers and writing skills are good. In mathematics, pupils' understanding and use of number is good. Standards in science are above average, with strengths in pupils' knowledge and understanding of life processes and living things. In ICT, standards exceed national expectations, with pupils secure in key skills of loading, printing and saving their work. In physical education, standards exceed expectations, with gymnastic skills a significant strength. Standards in religious education meet the expectations of the locally agreed syllabus.

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

Standards in:	School results	National results
English	29.2 (27.6)	26.8 (27.0)
Mathematics	28.3 (28.5)	26.8 (26.7)
Science	29.6 (29.2)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

3. Results of national tests in 2003 for pupils in Year 6 were well above the national average in English and mathematics, with those in science above average. These results show significant improvement over previous years and confirm that the school addressed the most significant key

issue from the previous inspection which was to raise standards in these subjects. Of particular significance was the well above average proportion of pupils achieving the higher Level 5 in English. In the current Year 6, standards are above average in English, mathematics and science. The marginal decline in English and science is due to this year group not being as strong academically as the previous Year 6. This is attributable to the high number of pupils (25 per cent) who have joined Year 6 at times other than the start of Year 3, many of whom are not predicted to achieve the expected Level 4 in this year's tests. Of the 75 per cent of pupils who started Year 3, the majority are expected to achieve Level 4, with 40 per cent predicted to achieve Level 5. For these pupils, standards are well above average.

4. In English, pupils are articulate and fluent readers and they use very good expression. Standards in writing are good, both in the quality of imaginative writing and in the correct use of spelling, grammar and punctuation. In mathematics, pupils show good application of numeracy skills in other subjects, especially science. In science, pupils are more confident in experimental and investigative science following a school initiative to raise standards in this aspect of the subject.

5. Standards in ICT exceed national expectations with pupils' use of ICT skills in other subjects a strength. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in music and physical education exceed expectations. The quality of singing is impressive. In physical education, pupils show good use of games skills when taking part in competitive matches.

6. Throughout the school pupils with special educational needs (SEN) make good progress as measured against the targets in their individual education plans and achievement is good. Pupils benefit from high quality support from teachers and small group sessions taught by the special educational needs co-ordinator.

7. The school has identified a number of gifted and talented pupils whose achievement is good. They receive effective support in lessons where they are challenged and extended in their learning. In addition, pupils benefit from group sessions with the special educational needs co-ordinator who has an important role in ensuring that the needs of gifted and talented pupils are met.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work, their values and personal development are good. The pupils' awareness of their spiritual, moral, social and cultural development is good. Attendance is above average.

Main strengths and weaknesses

- Parents feel their children like coming to school and are encouraged to become mature and independent.
- Relationships across the school are very good. Pupils show respect for one another irrespective of background, gender or ability.
- Standards of behaviour in some classes are very good. Respect for school rules and class routines make for a happy and harmonious community.
- Art, music and drama are used well to enrich the curriculum and positively promote cultural development.
- Pupils lack opportunities to show initiative and take responsibility.

Commentary

8. Pupils' attitudes to school are good. All pupils, including children in the reception, are keen to come to school, showing a real enthusiasm to participate in activities. Pupils are proud of the school and enjoy school life. Almost all parents who completed Ofsted questionnaires agreed that their child likes school. Tasks are appropriate and give good levels of challenge. Pupils show good levels of concentration and try hard. They contribute readily and with confidence in class but they lack

opportunities to show initiative and take responsibility. Pupils' speaking and listening skills are developing well and pupils follow instructions accurately. Pupils with SEN are well integrated and have positive attitudes to school. Pupils keep to the 'Golden Rules' and their behaviour is good both in lessons and at break times.

9. Relationships across the school are very good. During break times pupils play well together. Pupils value the friendships they have in school. There are high levels of mutual respect and all pupils irrespective of background or ability are fully accepted into the school community. Incidents of bullying are few, although a very few parents expressed concerns (these have been addressed). Pupils respect the teachers and have confidence in them. Boys and girls relate very well to each other and older pupils are supportive of younger ones. Pupils listen to each other and show consideration for others. This is particularly well promoted in personal, social and health education (PSHE) lessons and 'Circle Time'¹ held in all classes.

10. Pupils' moral and social developments are good. Teachers and pupils work together and develop a strong moral framework. Teachers provide good role models and pupils understand why some actions are wrong or hurtful. The school's behaviour policy is promoted well by all staff and classes formulate their own 'Golden Rules'. Pupils show great respect for other people and living things.

11. Spiritual awareness of pupils is being developed well through the curriculum and PSHE with the active support and involvement of the local church. Cultural awareness of pupils is good particularly through the use of music, art and drama to enrich the curriculum. Awareness of the differences in people is particularly promoted through literacy lessons and pupils are learning to value other ideas and beliefs.

12. Attendance and punctuality are good, but there are a few instances of extended holidays which have been incorrectly authorised. The school monitors attendance effectively, but it has no regular contact with the education welfare officer.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.3
National data	5.4	National data	0.4

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

13. There were no exclusions in the previous year.

¹ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good.

Teaching and learning

Teaching and learning are good and make a significant contribution to the standards achieved.

Main strengths and weaknesses

- Teachers' subject knowledge is good.
- Pupils' motivation, application and perseverance are impressive.
- Teachers have good relationships with pupils and high expectations as to what they should achieve.
- Assessment is good, with strengths in its effective use to plan future learning.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (22%)	22 (49%)	12 (28%)	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.

14. A significant feature of good and very good teaching is the confidence with which teachers teach subjects. Their knowledge and understanding of the National Curriculum, including the National Literacy and Numeracy Strategies is strong and makes a significant contribution to the standards achieved. Key skills of reading, writing and number are taught early in the school and these are built on year-on-year so that pupils make good and consistent progress in learning. Teachers are confident in explaining and demonstrating key teaching points and pass on their own enthusiasm to pupils. A significant strength is the way in which teachers link subjects together successfully so that pupils use and apply key literacy and numeracy skills when working in other subjects. For example in Years 5 and 6, pupils use the Internet, CD-ROM and reference books to make notes on the causes of condensation. These notes are then written up into factual accounts using clauses, including subordinate and embedded clauses and this has a direct link to pupils' current work in science where they are looking at materials and their properties.

15. Pupils work hard in lessons because they know exactly what they are expected to do as the result of very clear expectations of teachers. They settle quickly to work and show very impressive levels of concentration. In Years 3 and 4, pupils' ability to write at length and to a high quality during literacy lessons is quite remarkable. In Year 2, pupils' level of perseverance in planning, refining and performing gymnastic sequences is exceptional. Pupils' positive attitudes to work and their determination and willingness in wanting to succeed are significant factors in good achievement.

16. Pupils relate exceptionally well to their teachers because they respect, trust and have confidence in them. This was particularly evident in discussions with Year 6 pupils. Teachers have a good understanding of each pupil and high expectations that they will succeed. This is evident in the above average proportion of pupils predicted to achieve the higher Level 5 in this year's national tests. Teachers challenge pupils and in the best lessons leave pupils in no doubt as to what they should achieve by the end of the lesson. Work set is demanding and challenging but is matched carefully to the individual learning needs of pupils, with the result that irrespective of gender or ability, pupils make good progress in lessons.

17. The school has a very good assessment policy which is being implemented effectively. A minor weakness is that teachers in the Foundation Stage are assessing against the Early Learning Goals and National Curriculum levels which is too complex and unnecessary. The significant strength is that results of assessment are used to identify gaps in learning and to address them. In science, for example assessment showed weaknesses in pupils' work on experimental and investigative science. As a result, a major focus has been placed on this aspect of the subject, with the immediate effect that standards are improving as confirmed by inspection evidence.

The curriculum

The curriculum is satisfactory, with strengths in the Foundation Stage. Curriculum enrichment is good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Provision in personal, social and health education is good and has improved since the last inspection.
- Extracurricular provision is good.
- The school offers an inclusive curriculum.
- The curriculum is ready for enrichment following some years of concentrated efforts on improving English and mathematics.

Commentary

18. Since the last inspection, when standards of work were lower, the school has concentrated on providing a very clear curriculum direction for English and mathematics. This has helped raise standards in these subjects, whilst other areas of the curriculum have not developed as well. Time is now appropriate for the school to look at enriching the curriculum in other areas, in line with recent national initiatives. The school recognises this and has already begun to examine documentation to this end. At the same time, there is no systematic development of skills alongside knowledge and understanding, in geography, history and design and technology.

19. The school works hard to ensure that all pupils have equal access to the curriculum. It has very recently created sets for Years 5 and 6 in both literacy and numeracy, in order to provide better opportunities for both the highest and lowest attaining pupils. This was observed working well, with pupils being challenged at the right levels in both subjects. This answers a criticism made at the last inspection. The school has identified a number of gifted and talented pupils and provides extra teaching for them which challenges and extends their thinking. The provision for pupils with SEN is good

20. The recently developed work in personal, social and health education is good. Staff have had training, a good scheme of work has been produced and all aspects of the subject are covered; another improvement since the last inspection.

21. Whilst the school's curriculum is not as rich as it might be, the school makes good efforts to provide enrichment through after school activities and through visits and visitors to the school. Ninety-one per cent of parents, who answered the Ofsted questionnaire, supported this view. There are a good many clubs catering for football, netball, rugby, gymnastics, tennis and cricket in their appropriate seasons. There are other clubs, such as gardening, choir, recorder, orchestra and drama. A great many pupils attend, mainly from Years 3 to 6. Several school teams play inter-school matches, giving pupils access to further development of skills and opportunities to meet children from other schools. Visits are arranged to support and give first-hand experiences for pupils in a number of topics. Visits to Carymoor Environmental Centre and to the Quantock Hills both give good support to work in geography.

Care, guidance and support

The school takes good care of pupils and provides effective support and guidance for pupils' personal development. Assessment procedures for pupils' academic progress are good. The school values the views of pupils and takes care to act upon them. It makes good efforts to ensure pupils' views are systematically sought.

Main strengths and weaknesses

- The school is a caring community and all staff show high levels of concern for pupils' welfare.
- Parents rate highly the care and welfare of their children whilst at school and particularly value the range of activities which their children find interesting and enjoyable.
- Teachers know pupils well and have a good awareness of individual pupils' needs.
- A formal programme of PSHE which includes 'Circle Time' gives good support to personal development.
- Procedures to monitor pupils' health and safety require further development to ensure pupils work in a safe and secure learning environment.

Commentary

22. The school provides a well maintained and healthy learning environment. There are appropriate policies relating to health and safety with effective child protection procedures. However, monitoring procedures need to be extended further to cover all aspects of pupils' health and safety.

23. There is a strong ethos of care and pupils are well supported in all aspects of school life. Parents are pleased with the care their children receive and feel they are treated fairly. They particularly value the good range of activities which their children find interesting and enjoyable. Pupils with SEN are well cared for and are fully integrated into the school.

24. All staff know pupils well and are sensitive to any changes in attitudes, behaviour and performance. Induction arrangements for pupils are good and pupils value the friendships they make. Older and younger pupils mix well and, in particular, the systems of 'official friends' and the friendship bench provide good mutual support. Pupils value their trusting relationships with members of the school staff and the school picks up on any concerns pupils might have and addresses them. The newly formed school council is beginning to provide an effective means for pupils' suggestions and views to be considered and acted upon.

25. Teachers have a good knowledge of pupils and monitor personal development. Pupils' academic progress in lessons and over time is monitored well and personal goals are agreed with pupils. The school's teaching of PSHE, which includes 'Circle Time', is monitored carefully and provides very effective support for pupils' personal development.

Partnership with parents, other schools and the community

Parents' and pupils' satisfaction with the school is good. The school has established good links with parents and very good links with the community. Links with other schools and colleges are good.

Main strengths and weaknesses

- Links with the local church and community are very good and are continuing to develop well.
- Parents are supportive of their child's education and are involved at every level of school life.
- Pupils are prepared well for secondary education and transfer procedures are good.
- Links with King Alfred's Secondary School (Sports College) are good and impact positively on the curriculum and standards.
- Parents would like more detailed communications regarding their child's progress and to enable them to support pupils' learning at home further.
- Educational links with other primary schools involving pupils and staff are limited.

Commentary

26. The school is keen to involve parents and carers in all aspects of their child's education. Teachers are on hand at the start and end of the school day and the headteacher operates an 'open door' policy for parents. The school carries out regular parent consultations and has successfully begun to invite parents to curriculum meetings. Parents find the school approachable and most feel their suggestions and concerns are taken seriously although the school does not seek parents' views in any systematic way.

27. Parents receive regular but brief information about school life and about their child's curriculum. Home and school books are in use but some parents would like more information as to their purpose. Parents' consultation meetings at the beginning and end of the school year are well attended but a significant number of parents would like more information about their child's progress. Pupils' annual written reports include assessments in attainment and attitudes and provide target areas for development. Parents of pupils with SEN are satisfactorily involved in their annual reviews.

28. Parents and carers are very supportive of their child's education both at home and at school. Some parents would like more information to enable them to do this effectively. Parents are made to feel welcome in the school and are actively encouraged to help in class, with extracurricular activities, school events or on educational visits. The Berrow School Association is active in organising social and fundraising events. It has the full support and involvement of the school including the headteacher and teaching staff. The association makes a worthwhile contribution towards school life particularly funding the purchase of resources.

29. The school has very good links with the local community particularly through the local church, adult education centre, scouts, Sports College and several sports clubs. Members of the community come into school to support the curriculum and extracurricular activities. The school visits the local church, participates in festivals of arts and music and in several sports leagues and competitions. The school supports a number of charities. Regular educational visits linked to the curriculum contribute well to pupils' learning and, in particular, pupils in Year 5 and Year 6 attend residentially based activity centres.

30. Links with local schools are mainly restricted to the King Alfred's Secondary School to which most pupils transfer. Good links are established with older pupils visiting, and secondary school staff and students supporting the curriculum. Work experience students and child care college students come into school. The headteacher participates in several local school management forums but the school has few links with other primary schools. There are good links with pre-school providers, staff visit, and there are effective systems for transfer.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and other key staff are good. Management is good as is the governance of the school.

Main strengths and weaknesses

- The headteacher, governors and senior management team are much more focused on raising standards.
- Governors have a good understanding of the strengths and weaknesses of the school and are willing to challenge.
- Financial planning is good.
- Professional development arrangements are good.
- Leadership and management of mathematics, science and the Foundation Stage are good.
- The Foundation Stage does not have a high enough profile in the school.

Commentary

31. Since the last inspection, the headteacher has worked hard to create a team around him who share a common sense of purpose and commitment to raising standards. The headteacher and senior management team have all undergone training to support them in their roles and have a detailed plan of monitoring, which is having a positive impact on raising standards. This includes lesson observations, and looking at teachers' planning and samples of pupils' work. Issues are identified and tackled with enthusiasm. Senior management meetings and staff meetings are much more focused, and agendas are linked to ensure all staff are fully involved in decision making. The detailed school improvement plan has been carefully drafted to take account of the needs of the school, including government initiatives and curriculum innovations, which in the past were not used as effectively as they could have been. Data analysis is used more effectively and standards have risen.

32. The governors play a strong role in the development of the school and share their expertise effectively. They support the headteacher and his senior management team well and feel appropriately informed about school matters. There is a regular programme of training undertaken by governors and there is an effective system for disseminating information from courses to other members of the governing body. The governing body very carefully monitors the school improvement plan and governors are confident to challenge the headteacher. They effectively analyse data and have ensured that the school has become much more focused on raising standards, which was a serious weakness in the last inspection.

33. Professional development arrangements are good and have been a key factor in supporting the staff in raising standards. Training needs are clearly identified and are linked to both the school improvement plan and to performance management. Performance management arrangements for teaching staff are fully in place and the school is starting to include the performance management of the learning support staff in the process. Opportunities for the headteacher and other members of staff to visit other school have had a positive impact on raising standards.

34. Leadership and management of mathematics, science and the Foundation Stage are good and are having a positive impact on raising standards. Subject leaders have comprehensive action plans, which are focused on raising standards, and leaders are fully involved in monitoring the quality of teaching and learning in their subjects. However, the role of the English subject leader is less well developed.

35. Whilst the school recognises that the Foundation Stage is a separate stage in learning, this does not have a sufficiently high profile in the school. Consequently, the Foundation Stage leader feels compelled to implement whole school initiatives that are not always appropriate for the Foundation Stage. For example, the assessment arrangements for English, mathematics and science do not currently include the criteria for the Early Learning Goals.

36. Spending decisions focus on raising standards. The school manages its budget carefully and evaluates its spending effectively to ensure that there are sufficient funds to support the priorities identified on the school improvement plan. The finance committee of the governing body plays a key role in ensuring that the budget is spent wisely for the benefit of the pupils. The school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	670,522
Total expenditure	692,806
Expenditure per pupil	2,105

Balances (£)	
Balance from previous year	46,583
Balance carried forward to the next	24,309

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 is **good**.

Commentary

37. Children enter school with a range of abilities, and overall attainment on entry is average. They make good progress and by the time they enter Year 1 most have achieved the Early Learning Goals in all areas of learning. In personal, social and emotional development and reading children exceed the expected goals.

38. A good induction procedure includes visits to school in the summer term prior to starting reception, and information meetings are held for parents. Once at school, children regularly take books home to share with their parents and this supports reading well.

39. Teaching in the reception classes is good and all children are achieving well. The Foundation Stage curriculum is well planned and teachers are successfully adapting their planning to indicate cross-curricular links in each area of learning. Learning support assistants and voluntary helpers are very well deployed to support children's learning. Assessment procedures are good and teachers use the information well to plan suitable activities. However, some formal assessments in writing, mathematical development and knowledge and understanding of the world have been made using National Curriculum criteria. This is not suitable for those who have not achieved the Early Learning Goals and does not help teachers to provide small targets to help children reach these goals. The profile of the Foundation Stage needs to be raised so that the rest of the school appreciate that it is the initial stage in children's learning.

40. Leadership and management of the Foundation Stage are good. The co-ordinator has a good understanding of early years practice and has collected a wide range of photographic evidence to support work in the Foundation Stage. Resources are good and the issue of the outdoor area and its use has been successfully addressed since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Many children exceed the Early Learning Goals by Year 1.

Commentary

41. Adults are good role models and work well together as a team to provide a calm and secure learning environment for the children. Teaching and learning are good and many children are expected to exceed the Early Learning Goals. Adults provide a good range of interesting activities to engage the children's concentration and imagination, particularly during afternoon sessions. Children choose their own activities when requested and know how many are allowed in each area. They put equipment away sensibly. Adults use every opportunity to develop children's personal and social skills and as a result children know exactly what is expected of them. Behaviour is consistently good and children make sensible suggestions on how to help each other in the classroom and playground.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress in reading.
- Teachers provide interesting opportunities for children to develop their communication skills.

Commentary

42. Good teaching enables children to make good progress in reading and consequently many exceed the Early Learning Goals in this aspect. Planning is based on a different story each week and children are really encouraged to enjoy these stories. For example, children take on the roles of the teacher and tell the story of 'The Enormous Turnip' to their friend, pointing to the words and reading repeated phrases accurately. They talk confidently about their reading books. All children are either at early stages of reading or read simple sentences accurately.

43. Another feature of good teaching is the way in which teachers skilfully question children to promote discussions and to share their thoughts and ideas with the rest of the class. For example, individuals tell their partner what is happening at the beginning of the story. They speak confidently using short phrases and simple sentences. There are many opportunities for children to develop their communication skills. For example, in the garden centre, children confidently take on a variety of roles including shop assistants, customers and waiters or waitresses. They play imaginatively with dolls houses and describe the pictures they are painting in detail.

44. Writing skills are developed appropriately and most children use a range of letters to communicate meaning. In the garden centre, children make marks on paper to write lists and more able children write simple sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- In numeracy lessons, children spend too long on the carpet for a whole class activity and then spend too little time on practical activities.

Commentary

45. Many children are expected to achieve the Early Learning Goals by Year 1. Teachers plan satisfactorily together but their plans are not sufficiently adapted to allow for different ages and abilities of children. For example, some of the children in the mixed reception/Year 1 class have quite different needs to those in the single reception class, which is made up of the average and less capable children. Consequently, sometimes children have to spend too long on the carpet taking part in a whole class activity and have insufficient time to participate in the good range of practical activities provided for them. Children understand the mathematical vocabulary of 'longer' and 'shorter'. Where teaching is good, children have lots of interesting activities to develop their mathematical skills practically. They estimate and weigh objects to find out which is the heavier, and sequence numbers in the correct order using pegboards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good.

Commentary

46. Good teaching ensures children make good progress in this area of learning. Children meet the Early Learning Goals. Teachers plan interesting activities and all children achieve well. For example, children plant turnip seeds and know that seeds need light, water and 'food' from the soil to grow. About half the children know the function of the roots on a plant. They sort materials and investigate which is the most suitable material to make a waterproof coat for 'Billy Duck'. Children show a developing awareness of their own culture and those of others. They know some of the events leading up to Easter. Children enjoyed trying on saris brought in by a parent which developed their awareness of other cultures. They are gaining confidence in using computers. They use the mouse accurately to click and drag to select colours for 'Elmer' and use the keyboard and space bar to write words and simple sentences.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There has been significant improvement in provision for outdoor play since the last inspection.

Commentary

47. The school has successfully addressed the key issue in the last inspection about outdoor provision. Children ride bikes confidently and take their friends for a ride in the cart. They ride along the track and park their vehicles sensibly. A good range of activities is provided for the children and teaching is good. Physical activities are integrated into a number of areas of learning and this makes learning interesting and enjoyable. For example, in a mathematical development lesson, children had to deliver the bags of shopping to the teddy bears on their bikes. Children use tools appropriately to plant seeds, and roll, mould and shape play-doh to make shapes. Children achieve the Early Learning Goals.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children have good opportunities to experience a wide range of resources and materials.

Commentary

48. Children demonstrate well developed skills in the quality of their art work and paint attractive pictures of 'The Enormous Turnip' using a wide range of colours. They experiment successfully with printing with vegetables and make repeated patterns with the prints. Photographic evidence shows children using furry materials to fill teddy bear shapes and make detailed observational drawings of shoes. Children take on various roles in the garden centre and play imaginatively. Teaching is good and children are achieving well to reach the Early Learning Goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in speaking and listening, reading and writing.
- Teaching is consistently very good in Years 5 and 6.
- Expectations of what pupils can achieve are not consistently high enough, especially for less able pupils.

Commentary

49. Results of the 2003 national tests for pupils in Year 2 were well above average in reading and average in writing. This confirms the trend of improvement in reading and the maintenance of standards in writing. In Year 6, results were well above the national average, with the proportion of pupils achieving the higher Level 5 well above average. These results confirm the significant improvement since the previous inspection. The key issue to raise standards in English has been met fully as the result of high quality teaching and improvement in leadership and management of the school. In Year 2, standards in reading and writing are above average. In Year 6, standards are above average. Those pupils who have been in the year group since the start of Year 3 are achieving well above average standards, especially more able pupils.

50. Standards in speaking are impressive, with pupils showing confidence in asking and answering questions articulately. They are very keen to speak and read to an audience when they share their work. Pupils listen to and respect and value the opinions of each other, especially in paired or group work.

51. Pupils enjoy reading and show a genuine love of books. Reading regularly at home is a significant factor in the good progress made. Pupils read confidently and fluently in Year 2. In Year 6, they read with good expression and a significant depth of understanding. Pupils use their reading skills successfully in researching information from the Internet and reference books.

52. Writing skills are very good and pupils apply them successfully when writing for a wide range of purposes and different audiences. Standards in spelling, grammar and punctuation are good. In Year 6, more able pupils understand and use subordinate and embedded clauses. Stories are imaginative and very creative, as is shown in the fantasy stories which have been presented beautifully in a class book. Many of these stories were presented using word processing and show very good application of ICT skills.

53. Teaching is good, with strengths in the teaching of pupils in Years 5 and 6. High quality teaching has a positive impact on the standards achieved. Teachers have very high expectations of pupils and challenge them to work hard and do their best. Lessons are interesting and capture pupils' interest and enthusiasm. In a lesson in Years 3 and 4, pupils were so enthused that they did not want the lesson to end. Marking is good and tells pupils how well they are doing and what they need to do in order to improve their work. Pupils have good attitudes to English and work hard in lessons showing impressive levels of concentration and perseverance. However, in a few classes, especially those which do not have mixed year groups, teachers do not consistently challenge less able pupils, with the result that they do not always make sufficient progress in lessons.

54. Leadership and management are satisfactory. The subject leader, together with the senior management team have played a significant role in monitoring teaching and learning in order to raise standards as identified in the previous inspection. The current policy stating how the subject should be taught is in the process of being revised and the lack of an up-to-date policy contributes to the minor inconsistencies in the subject.

Language and literacy across the curriculum

55. Literacy is used very well across the curriculum. In Year 1, pupils write accurately a few sentences to explain how they would improve their puppets in their design and technology work. Year 3 pupils write up science experiments clearly using correct scientific vocabulary. Pupils in Years 3 and 4 write imaginatively about what it was like to be a child in World War II. Year 5 pupils went to Bridgwater as part of a geography project and wrote clear recounts of the visit. Religious education is used by many classes to develop literacy skills.

MATHEMATICS

Provision in mathematics is **good** and pupils achieve well.

Strengths and weaknesses

- Standards have risen since the last inspection and are now good.
- Teaching overall is good.
- The school uses the National Numeracy Strategy well.
- Setting in Years 5 and 6 is beginning to have a positive effect on standards.
- Pupils' application of mathematical skills, knowledge and understanding is underdeveloped.

Commentary

56. In the 2003 national tests, standards at the end of Year 2 and Year 6 were well above average. In the current Year 2 and Year 6, standards are above average and achievement is good. The very slight decline, supported by teachers' predictions for this year's tests, is largely due to a high rate of pupil mobility experienced over the last year. Those pupils who have been in the year group since the start of Year 3 are achieving well above average standards, especially more able pupils.

57. Since the last inspection, the school has worked hard to address the key issue to raise standards in mathematics. Standards have risen steadily, partly due to improvements in teaching and the efforts of the subject leader. As a result, the majority of pupils are learning well, have good attitudes to the subject, and achieve well.

58. Teaching is good and has a positive impact on the standards achieved. In the seven lessons seen, teaching in two was very good, in four it was good and in one satisfactory. This was similar to the last inspection, but teaching is now more effective. Teachers are now secure in their subject knowledge and teach to clearly stated objectives. They question well and teach basic skills and computations well. In the analysis of previously completed work, however, it was not always possible to see that teachers had provided work for the full range of pupils in their classes, especially the more able. This was not the case in lessons seen during the inspection.

59. At the last inspection, there was some concern that more able pupils were not being challenged sufficiently or effectively. This has now been remedied. The school operates a much clearer assessment system, which highlights the progress pupils make and quickly reveals pupils who are not making enough progress. At the same time, the very recently evolved setting system in Years 5 and 6 now gives more able pupils further and more regular access to more challenging work. Many pupils in the higher set are already working at a level higher than that expected for their age and are achieving well.

60. Pupils with special educational needs are often supported well by learning support assistants. They use support material and are given booster work to help them reach higher standards. As a result, many achieve the nationally expected levels and achieve well, bearing in mind their standards on entry to the school.

61. The strong and appropriate emphasis on numeracy skills has improved pupils' knowledge and understanding. However, the use pupils make of this knowledge is not put to use often enough in problem solving and investigations. The school is aware of this and is trying to effect improvements.

62. Leadership and management are good. The subject leader is capable and well informed about mathematics in the school. She has monitored teaching and learning and has organised support for staff in order to improve standards. She has made good use of existing data in order to plan for the better grouping of pupils and to note both strengths and weaknesses in teaching and learning.

Mathematics across the curriculum

63. Pupils use their mathematics skills, knowledge and understanding satisfactorily across other subjects in the curriculum. In science, pupils use accurately Newton meters for measuring mass. They plot good quality graphs of sunrise and sunset times and measure their shadows in a topic on light. In a local geography study, pupils draw accurate graphs and pie charts, using computers, in order to present the results of surveys they have completed.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There has been good improvement in the raising of standards.
- There is a much stronger focus on experimental and investigative work.
- Pupils make good use of literacy and numeracy skills.
- Pupils show very good attitudes to their work.

Commentary

64. Results of the teacher assessments for pupils in Year 2 were above average in 2003. This represents good improvement since the previous inspection when standards were average. Results of the 2003 national tests for pupils in Year 6 were above average and this is a significant improvement since the previous inspection when they were below average. Current inspection findings are that standards are above average in Year 2 and Year 6 and pupils' achievement is good. Improvement is the result of increased time allocated to teaching science, together with a much stronger emphasis on experimental work. In addition, pupils are no longer completing worksheets which previously did not challenge or develop their key skills of scientific enquiry.

65. In Year 2, pupils show a good understanding of life cycles of plants and animals. Their knowledge and understanding of new life makes a good contribution to their spiritual development. Pupils are confident in sorting and classifying materials and use their ICT skills successfully in drawing and labelling pictures to show, for example items made from wood, metal, glass and plastic. In Year 6, pupils carry out experiments and investigations to an increasingly high standard, with particular strengths in their presentation of work. Pupils understand the importance of making predictions and carrying out a 'fair test'. They explain the term 'variables' and are confident in drawing conclusions from investigations.

66. Teaching is good and has a positive impact on the standards achieved. Teachers have very high expectations that pupils should work in pairs or small groups to plan and carry out experiments. This makes a strong contribution to pupils' social development. Pupils enjoy science and work hard because they are enthused and motivated by the practical approach to the subject. Teachers have high expectations as to how pupils should present their work and this is clearly linked to the effective way in which pupils use and apply their literacy and numeracy skills in recording their findings.

67. Leadership and management of science are good and have contributed significantly to the good progress made since the previous inspection. The significant improvement has been in the

analysis of previous standards and identifying the need to ensure that experimental and investigative science has a very high profile in teaching and learning. The subject leader's teaching serves as a good role model for her colleagues.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils use and apply successfully key skills in other subjects.
- Teachers make effective use of the ICT suite to support pupils' learning.
- Assessment has improved significantly since the previous inspection.

Commentary

68. Standards in Year 2 and Year 6 exceed national expectations and pupils' achievement is good. Standards have improved since the previous inspection. In Year 2, pupils are secure in the key skills of loading, saving and printing their work. They are confident in the use of the mouse to 'click and drag' and show satisfactory keyboard skills. There are strengths in pupils' skills in entering commands into a programmable toy in order to follow a set route. In Year 6, pupils show good skills in using the features of a multimedia program and they are confident in using a program in which they enter and analyse data. Word processing skills are a particular strength as is seen in the high quality presentation of fantasy stories.

69. Teaching is good and impacts positively on the standards achieved. There are strengths in the organisation and management of the ICT suite whereby it is used effectively to teach half a class at a time. These sessions are usually led by learning support assistants who follow carefully the teacher's planning. Learning support assistants are confident in demonstrating and explaining new skills and provide good support when pupils work individually or in pairs. As a result, pupils enjoy using computers and show good levels of concentration and perseverance in completing work, such as in Year 2 where pupils created good quality tables to show results of a science investigation. In class-based lessons, teachers' planning for the use of computers to reinforce and extend learning is good. Planning to use ICT to support work in other subjects, including literacy and numeracy is strong.

70. Leadership and management are good and contribute to the improvement in the subject. There is a significant strength in the marked improvement in the quality of assessment of pupils' work. A good portfolio of pupils' work shows examples matched to the levels required by the National Curriculum and gives teachers a much clearer understanding of the stages pupils have reached, or need to reach, by the end of each year. There are good plans in place to develop in-service training, particularly in the use of the data projector following the imminent major refurbishment of the ICT suite.

Information and communication technology across the curriculum

71. Pupils use and apply successfully their ICT skills in other subjects. They make good use of the Internet to carry out research which supports their reading skills. When entering instructions into a programmable toy, numeracy and geographical skills are reinforced. Word processing skills are used to very good effect in Years 5 and 6 in the presentation of high quality work, including fantasy stories.

HUMANITIES

Geography and religious education were inspected in depth, with work in history sampled.

GEOGRAPHY

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Individual topics are well planned and interesting.
- The school makes good use of the surrounding area to provide pupils with first hand experiences in geography.
- There is no clear pattern for the development of geographical skills to go alongside the development of knowledge and understanding.

Commentary

72. Standards of work seen in geography in both Year 2 and Year 6 are in line with national expectations and pupils achieve satisfactorily. This was the case at the last inspection. In Year 2, pupils have an understanding of their local environment, having carried out a study of the local village. Pupils have an awareness of places beyond their own locality and are at present studying an Indian village. These opportunities help develop pupils' cultural awareness. In a Year 2 lesson, pupils showed they understood how Indian children travel around, and the difficulties of monsoon weather. They could see the similarities and differences between those children and their own lives in Berrow. Pupils have access to good photographic evidence and video resources, which enliven work, as does studying real places both locally and abroad.

73. Pupils' knowledge and understanding of geographical facts is stronger than their skills of enquiry because there is no clear planning to develop this aspect of their work. Pupils in Year 6 are beginning to describe geographical patterns and features. They note how changes affect lives and understand how people can improve or damage their own environment. They use primary and secondary sources of information in their investigations and communicate their findings using an increasing range of geographical vocabulary. In their study of Bridgwater and Burnham, pupils carried out surveys of traffic and pedestrians. They plotted their results using ICT skills. They used grid references to show places on a town map.

74. More emphasis is now being placed on recording and using literacy skills, noted as a weakness at the last inspection. Currently opportunities for pupils to write in a number of styles are now satisfactory. At the same time, good discussions, generated by the class teachers, give pupils good opportunities to use speaking and listening skills.

75. In the three lessons seen, two were satisfactory and one was good. The better lesson was more successful as it was well prepared, made good use of primary and secondary sources of information and pupils were on task for the vast majority of the time, learning well. The experienced subject leader manages the subject well and understands the need to develop geographical skills alongside knowledge and understanding.

76. In **history**, previously completed work on Victorians gave pupils good opportunities to understand the chronology of the period alongside some of the most important characters of the era. At the same time, pupils were able to examine good quality information from a number of sources, including census, photographs, pictures and artefacts. Pupils identified a particular change, which spanned the period, the development of the railways. Good opportunities were given for pupils to use their literacy skills, by writing non-chronological texts and by writing a story, which combined historical fact and fiction.

77. Years 3 and 4 work on display, based on World War II, includes good informative writing on the Blitz. Poetry, written in the style of a 'Haiku' and 'Tanka', together with letters written by pupils in the role of evacuees, gives further support to pupils' literacy skills.

78. Although pupils, through the Internet, carry out some research, this is not as developed as it might be. The good subject leader supports her colleagues well in this subject and understands that whilst there is satisfactory development of pupils' knowledge and understanding, their historical skills are not as well developed.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school has strong links with the local church.
- Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

79. Standards meet the expectations of the locally agreed syllabus and are similar to those at the last inspection. All pupils are achieving satisfactorily. By the end of Year 6, most pupils confidently compare beliefs of one religion to another and features of religious practice. Pupils are beginning to ask a range of questions in relation to people's lives.

80. The quality of teaching is satisfactory. Good teaching was observed in one class and the use of resources supported pupils' learning well. Pupils were able to re-enact the story of the Last Supper that Jesus had with his friends and through the teacher's careful questioning and sensitive approach pupils described how they might have felt during the meal. For example, one pupil said, "I would have prayed for courage." Lessons are appropriately planned and teachers have secure subject knowledge. This impacts satisfactorily on pupils' learning. Assessment procedures are in their early stages of development and are to be monitored at the end of the first year to assess their use.

81. The school has strong links with the local church and members of the church visit the school regularly to support the teaching of religious education. Pupils in Years 5 and 6 identify and compare the uses of the special features in an Anglican church, using their experiences from a visit to the church to support them. In another lesson, pupils learnt about the significance to Christians of Mothering Sunday.

82. Pupils have good opportunities to learn about other religions practised in Britain and this supports their cultural development well. They are provided with opportunities to reflect on their own religious beliefs and those of others. In a Years 5 and 6 lesson, pupils thought about a special time in their lives when they felt 'wow'. The teacher asked the pupils to focus on the stained glass window in the church to support the provision for spiritual, moral, social and cultural development.

83. Leadership and management of religious education are satisfactory. The subject leader has collected several sample lessons to support teachers with their planning and has ensured that there is a good range of resources available for teachers to use. The school follows the locally agreed syllabus and the subject leader has produced a good action plan to address minor issues, identified in the last inspection. Action is planned for next term when the subject has a high priority in the school improvement plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and physical education were inspected in depth, with work in art and design, and design and technology sampled.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- A knowledgeable and enthusiastic subject leader leads the subject most effectively.
- Teaching is good and contributes to high standards.
- Extracurricular activities greatly enrich the subject.

Commentary

84. Standards in Year 6 exceed expectations and achievement is good. There was insufficient evidence to make a judgement about standards in Year 2. The quality of singing is of an exceptionally high standard, especially in assemblies. In Year 2, pupils create imaginative sound effects to accompany stories and nursery rhymes. In Year 4, pupils create exciting tunes using the pentatonic scale. In Year 6, pupils write original lyrics and melodies linked to work on the water cycle in science and perform their compositions successfully using keyboards and percussion.

85. Teaching is good and has benefited from in-service training given by the subject leader. This has resulted in all teachers having much greater confidence in teaching music. Lessons are successful because of the good range of instruments which contribute to the improvement in pupils' performing skills. Good teaching has a positive impact on the standards achieved.

86. Leadership and management of music are good and make a strong contribution to standards achieved. The subject leader's teaching serves as a good role model to her colleagues. Her enthusiasm and expertise is used to very good effect. Pupils benefit from a rich range of extracurricular activities, including choir, orchestra and recorder club, all of which are well attended. The choir has achieved considerable success at the Highbridge Music Festival by coming first in the five classes it entered.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- There are very effective links with King Alfred's School which is a designated sports college.
- Gymnastic skills are good.
- Pupils show tremendous enthusiasm for extracurricular activities.

Commentary

87. In Year 2 and Year 6, standards exceed expectations for pupils of these ages and achievement is good. In Year 2, there are strengths in the quality of gymnastics, especially in planning, refining and performing sequences with a jump, a roll and a balance. In Year 4, pupils build successfully on these skills in performing paired sequences of good quality. In Year 6, pupils show good application of their games skills, especially when taking part in competitive matches against other schools.

88. Teaching is good and contributes to the high standards achieved. A gymnastics lesson in Year 2 was excellent because of the very high expectations of what seven-year-olds can achieve. The emphasis on praise and encouragement had a positive impact on performance, including a pupil who performed a forward roll for the first time. The joy of classmates at this achievement lit up the

room. Teachers and pupils benefit from good links with the Sports College, including the support of its gymnastics coach in working with pupils in Years 3 and 4. As a result, teachers are more confident in teaching gymnastics with the impact on improved pupil performance. Pupils talk enthusiastically about the impressive range of extracurricular activities, and the attendance at these is impressive.

89. The subject is led and managed effectively. The subject leader has good subject knowledge and is enthusiastic. She has worked hard and successfully to develop links with the Sports College which, in turn, have a positive impact on teaching and learning in the school. Resources are good and pupils benefit from generous playground and playing field space as well as the well equipped school hall.

90. No **art and design** or **design and technology** lessons were seen during the inspection. No judgement can be made on provision, standards, teaching and learning in these subjects. Examples of pupils' work in these subjects were attractively displayed around the school. Year 2 pupils use a range of materials and techniques to produce a display of their work in the style of Monet. Older pupils produce work of a satisfactory standard in the style of Clarice Cliff and artwork linked to history topics, such as paintings of 'The Blitz'. An attractive three-dimensional model of a playground scene completed by pupils in Year 6 is displayed in the school entrance area. Examples of pupils' work in design and technology include designing and making slippers, treasure boxes and castles with drawbridges. Most are satisfactorily evaluated and pupils know what they need to do next time to improve their work. Pupils are more secure in their knowledge and understanding of design and technology than they are in key skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There has been significant improvement in provision since the last inspection.
- The subject has a positive impact on pupils' personal development.

Commentary

91. Since the previous inspection, the school has written a detailed policy showing how PHSE is to be taught. The impact of this is that the subject has a much higher focus in the school, with each class having regular lessons, including 'Circle Time'. For older pupils, good emphasis is placed on issues surrounding substance misuse and sex education. Pupils talk confidently about issues and use their literacy skills particularly well when they write about topics. Teaching is good, with strengths in teachers' expectations that pupils should feel confident to articulate their thoughts and ideas. Teaching and learning have a positive impact on the all round development of pupils in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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	3
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).