

INSPECTION REPORT

CLUTTON PRIMARY SCHOOL

Clutton, Bristol

LEA area: Bath and North East Somerset

Unique reference number: 109063

Headteacher: Mrs K Still

Lead inspector: Dr Tom Simpson

Dates of inspection: 6th to 8th October 2003

Inspection number: 255841

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:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
Number on roll:	159
School address:	Station Road Clutton Bristol
Postcode:	BS39 5RA
Telephone number:	01761 452510
Fax number:	01761 452510
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Veale
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

Clutton is a small primary school serving a former mining village near Bristol. The socio-economic background of the pupils is mixed and their attainment on entry varies widely. Overall, however, the latter is a little below average. There are very few pupils from ethnic minority backgrounds or for whom English is an additional language. The percentage of pupils with special educational needs - including those with a Statement of Special Educational Needs - is close to the national average. The majority of their needs are related to learning difficulties. There are more boys than girls on roll. The inward mobility of pupils is above average, while the number who leave the school before the normal transfer time is below average. The school has received a 'Healthy School' Award and a Basic Skills Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Dr Tom Simpson	Lead inspector	Science, art and design, music, Foundation Stage, special educational needs.
11575	Mrs Catherine Fish	Lay inspector	
30457	Dr David Evans	Team inspector	Mathematics, information and communication technology, physical education.
31838	Mr Martyn Williams	Team inspector	English, design and technology, history, geography, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school where pupils achieve well because teaching is good overall. It is well led and provides good value for money.

The school's main strengths and weaknesses are:

- Most pupils achieve well as they proceed through the school.
- Teaching is good.
- Pupils' attitudes and behaviour are very good.
- The pupils are very well cared for.
- Relationships at all levels are very good.
- Opportunities for enriching the curriculum are very good.
- The accommodation is unsatisfactory overall.
- The role of the governing body is underdeveloped.
- Monitoring of the race equality policy has not been established and the policy for special educational needs is out of date.
- There are weaknesses in the school's provision for religious education.

The school's improvement since the last inspection is good. Standards in English and information and communication technology are higher and pupils' attitudes and behaviour are more positive. Provision for pupils' spiritual, moral, social and cultural development is better. The quality of teaching has improved significantly. The school has addressed most of the issues raised in the last report well. There are no areas of significant decline, but provision for religious education has not improved as much as it could have and the role of the governors is not as strong as previously reported.

STANDARDS ACHIEVED

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

Overall achievement at all stages of education in the school is good. Standards are currently average in reading, writing and mathematics at the end of Year 2. They are above average in English and average in mathematics and science at the end of Year 6. Most children will reach most of the goals they are expected to reach by the time they leave the reception class. The exception is in communication, language and literacy where attainment is below that expected because attainment on entry was lower. Standards in information and communication technology are average, while standards in religious education meet the expectations of the locally agreed syllabus. The A* in the table above means that the school's results were in the top five per cent nationally in English and mathematics in Year 2000.

Pupils' personal qualities are very good. They relate very well towards one another and to the adults in the school. Provision for their spiritual, moral, social and cultural education is good overall and they respond well to this. Provision for moral and social development is very good. Behaviour in lessons and around the school is very good and the pupils have very positive attitudes towards their

lessons. They enjoy coming to school. Attendance is well above the national average and most pupils are punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall and there is a significant amount that is very good. Teaching in the Foundation Stage and in English, mathematics and aspects of science are particular strengths. Strengths within teaching include consistent expectations of high standards of behaviour, the effective deployment of well skilled support staff and the way that older pupils are enabled to understand how they might improve further academically. Clear planning in English and mathematics is informed well by the results of good assessment procedures. The good and very good teaching impacts well on pupils' acquisition of new knowledge and skills. Most respond well to their teachers' enthusiasm and good subject knowledge and apply themselves well to their tasks. The only relative weakness is that pupils do not have enough say over the course of their activities in investigative science.

A good quality curriculum is provided for the pupils and this is enriched very well by extra-curricular activities. The accommodation is unsatisfactory. The pupils are very well cared for and have a very good and trusting relationship with the adults in the school. Partnerships with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management at the school are good and this has had a good impact on the achievement of the pupils and on the quality of their learning. Although supportive, the role of the governing body in the strategic monitoring of the school's activities is underdeveloped.

The headteacher provides a very strong sense of direction and purpose for the school. She is highly respected by staff, parents and pupils. All staff share her high level of commitment to raising standards and improving provision further. The school employs systematic self-evaluation procedures, which impact positively on teaching, learning and achievement and represent the school's aspirations well. Systems of financial management are good and the principles of best value are applied consistently well. The school uses its available resources effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school. They particularly like the way that their children are introduced to the reception class. Their children are also generally positive about the school. They believe that their views are respected by staff and that they are given an appropriate amount of responsibility.

IMPROVEMENTS NEEDED

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

- increase the role of the governors in the strategic monitoring of the school's activities;
- improve the provision for religious education;
- continue to try and improve the accommodation;

and, to meet statutory requirements:

- ensure that there are structures in place to monitor the race equality policy;
- update the policy for special educational needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are average at the end of the reception year, and at the end of Years 2 and 6. Achievement is good throughout the school. By the end of Year 6, pupils have reached standards that are average in mathematics and science and above average in English. The achievement of pupils with special educational needs is good, but there are weaknesses in the achievement of some higher attaining pupils in aspects of mathematics, science and information and communication technology.

Main strengths and weaknesses

- Standards in English and the contribution of literacy towards learning in other subjects are strengths.
- Pupils are not reaching higher levels of attainment in aspects of mathematics, science and information and communication technology.
- Children in the Foundation Stage are receiving a good start to their schooling.

Commentary

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

Standards in:	School results	National results
Reading	16.9 (15.9)	15.8 (15.7)
Writing	15.4 (14.0)	14.4 (14.3)
Mathematics	18.0 (16.6)	16.5 (16.2)

There were 21 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.7 (28.0)	27.0 (27.0)
Mathematics	27.4 (27.0)	26.7 (26.6)
Science	29.8 (28.0)	28.3 (28.3)

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

1. In 2002, results in the National Curriculum tests for pupils at the end of Year 2 were above average in reading and writing and well above average in mathematics. In the same year's tests for pupils at the end of Year 6 (SATs), results were average in mathematics, above average in English and well above average in science. In a small school such as this, results do vary from year to year according to the groups of pupils concerned. In 2003, results in Year 2 were average in all three tested areas. Teacher assessments in science were well above average in terms of the pupils gaining the expected Level 2 and above average in terms of those gaining the higher Level 3. Year 6 results were average in English, but below the national average in mathematics and science. There were pupils with a Statement of Special Educational Needs in both the tested year groups. The school's trend in improvement is broadly in line with the national trend.

2. Current standards in English, mathematics and science are average at the end of Year 2. At the end of Year 6 they are average in mathematics and science – but above average in English. Pupils’ skills in English contribute well to their learning in other subjects. Pupils enter the reception class with below average attainment overall, but achieve well as they proceed through the school. Analyses of individual progress between Years 2 and 6 carried out by the Department for Education and Skills show that the pupils made very good progress in 2002 and good progress in 2003. This judgement and that relating to current standards is also substantiated by an examination of the school’s own tracking system. There are a number of reasons for the good achievement. The pupils, themselves, are largely keen to learn and respond well to the expectations that the school has of them. The school is well managed and systems for tracking pupils’ progress and for assessment are good. The older pupils are clear about their academic strengths and areas they need to improve. There is clear academic target setting. The main reason, however, for pupils’ good achievement is the frequently very good quality of the teaching. Teachers are well informed and enthusiastic and impart knowledge and skills to their pupils very effectively. Pupils with special educational needs are well supported and make good progress against the targets set for them in their individual education plans. Children in the Foundation Stage are likely to reach the Early Learning Goals in all areas except communication, language and literacy (which are below average, but the weakest areas on entry to the school) by the time they reach Year 1. Current standards are similar to those found at the time of the last inspection in most subjects – except for English and information and communication technology where they are now higher.

3. Examples of standards being reached in English include a Year 5 lesson that focused on a study of ‘The Hodgeheg’ by Dick King Smith. All the pupils were able to analyse the story and make sensible predictions about what might come next. Higher attaining pupils wrote clear summaries of it. There is a clear focus on numeracy in the provision for mathematics – although all aspects are covered to some extent or another. The use of mathematics to support learning in other subjects is, however, inconsistent and some higher attaining pupils are not challenged enough. Pupils have a sound and often good understanding of a range of scientific facts by the time they leave the school. However, their skills in scientific investigation – particularly at higher levels – are less well developed. Higher levels of attainment are also not being reached in information and communication technology – mainly because of resource shortages. Pupils reach the expectations of the locally agreed syllabus for religious education at the end of Years 2 and 6.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour are very good. Their moral and social development are very good, while their spiritual development is good. Their cultural development is satisfactory. Attendance and punctuality are both very good.

Main strengths and weaknesses

- Pupils have very good attitudes to their learning, which impacts well on their achievement.
- Opportunities to take responsibility are taken very seriously.
- Behaviour is very good – both in lessons and around the school.
- Although issues such as racism are tackled when appropriate, the school’s approach towards cultural diversity is not as structured as it should be.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.2

Unauthorised absence	
School data	0.0

National data	5.4
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National data	0.5
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- The pupils are attentive in lessons. Nearly all – including those with special educational needs – want to learn and to succeed. Most enjoy the tasks they are set and co-operate well with one another during the regular opportunities they have to work in pairs or groups. They respond well to the high standards set for them by adults in the school. Good examples include a Year 5 English lesson where the teacher’s enthusiastic input about a book enthralled the pupils. Her very high expectations of both standards and behaviour were reflected very well in the pupils’ very positive attitudes towards the lesson. All were very keen to express their opinions about the book. These were respected and encouraged by the teacher. The pupils enjoy coming to school and their attendance is well above the national average. Most children in the Foundation Stage will have reached the Early Learning Goals in personal, social and emotional development by the time they reach Year 1.
- The pupils have a very good understanding of the principles that distinguish right from wrong. Most behave very well and want to please their teachers. There is no bullying at the present time – although pupils spoke of there being some in the past. The pupils are aware of the school strategies for rewards and sanctions and respect these. They were involved in the construction of school and class rules and greatly appreciate ‘well done’ assemblies. The pupils feel that they are given more responsibility as they grow older. They consider that their views are listened to. They told inspectors how it was a school council decision to set up a system of ‘playground buddies’. Many raise money for charities and have a good understanding and appreciation of individual differences. One pupil shared her view with inspectors that there were social reasons for some children turning to bullying. All pupils – including those with a Statement of Special Educational Needs – are very involved in school assemblies, which regularly have a high spiritual quality and provide opportunities for prayer and reflection. There are also moments with a spiritual dimension in subjects such as art and design, religious education and English. Year 6 pupils have been turning the school’s vision statement into words that will be understood by younger children. In relation to spiritual development, one pupil wrote, ‘To grow on the inside as well as the outside’. Issues relating to the multicultural dimension of this country are tackled through religious education lessons and circle times. Books representing this are available for the pupils and there are appropriate displays. Pupils explained how they had discussed how they would confront racism in a religious education lesson and expressed the view that ‘there are no racists at this school now’. However, the school has only recently ratified a race equality policy and has not yet established procedures to monitor this. To make pupils more aware of cultural diversity is a target of the current school development plan.

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	129	0	0
White – Irish	1	0	0
Asian or Asian British – Indian	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 good. Teaching and learning are good. The overall curriculum is good – but there are weaknesses in the school’s accommodation. Provision for pupils’ care, guidance and support, and the school’s partnership with parents, other schools and the community are all good.

Teaching and learning

Teaching and learning are **good** and especially effective in the Foundation Stage. Good assessment in the core subjects helps to focus work to pupils' individual needs.

Main strengths and weaknesses

- Teaching is at least good and frequently very good throughout the Foundation Stage so pupils make rapid progress.
- Classroom assistants are well briefed, trained and deployed to give good support to learners.
- Assessments are effective in helping teachers to set suitably demanding tasks and allowing older pupils especially to understand clearly the next steps in learning.
- English is taught consistently well in all its strands throughout the curriculum.
- High expectations of behaviour and very good relationships greatly support the teachers in developing pupils' confidence, skills and understanding.

Commentary

6. The overall quality of teaching and learning in the school has improved significantly since the last inspection, reflecting the close attention given to its development both for teachers and support staff. It also reflects the good leadership and management at the school well. Sampling of lessons during this inspection showed no unsatisfactory teaching, whereas in 1998 about one lesson in ten was unsatisfactory. The quality of learning is of a similar standard. The good teaching and learning are the main reasons why overall achievement is good and standards improve from being below average on entry to at least average by the end of Year 6. Teachers work as an effective team, supporting each other so that, for example, a temporary teacher was able to take over a class only a week before the inspection and provide satisfactory continuity for the pupils. A small number of parents had concerns about the amount of homework set. Inspectors found that the pattern of homework set is satisfactory for a primary school of this nature.
7. In the Foundation Stage, staff plan and provide a rich and stimulating environment where children grow and develop successfully. They have a very good understanding of the needs of young children and have high expectations of standards and behaviour. The class teacher and nursery nurse make a very effective team. Pupils with special educational needs are supported very well by teachers and support staff – both in class and when being withdrawn for extra group work. They are skilfully included in discussions at an appropriate level and their contributions are valued. In most lessons the work provided is well matched to their needs and aptitudes. Occasionally, however, there is a lack of challenge in tasks provided for higher attaining pupils.
8. Teaching assistants make a significant contribution to the learning of pupils with special educational needs and often of the class in general. Many of them have specific qualifications, for example, in the teaching of English. They work well alongside teachers because they know what the lessons will be about, how they fit into the curriculum as a whole, and how well pupils in the class are doing. A very good English lesson in Year 6 began with clear objectives setting out what the pupils would try to find out in activities for the whole class, as groups and individually. The teacher used skilful questioning, tailored to pupils' ability in order to involve everyone, test their understanding and challenge them to explain their reasoning. The knowledgeable support assistant adopted a similar approach that allowed the class teacher to focus particularly on a group of pupils with special educational needs to help them to play a full part in the lesson. As a result, everyone achieved very well and talked enthusiastically about the features of characterisation they had discovered.
9. The thorough assessment systems, notably in the core subjects, help teachers to ensure that pupils' work is targeted to their needs, and so they move on quickly in their learning. Throughout the school, teachers' marking is diagnostic and well focused. There are targets set for classes, groups and individuals that are regularly reviewed and reinforced in lessons. Detailed records

allow teachers to track the progress of pupils well in reading, writing and mathematics. Assessment systems are less detailed in the other subjects, but are sufficient to enable teachers to give feedback, which shows pupils how well they are doing and what they need to do next. Older pupils are especially clear in describing how their achievements relate to National Curriculum Levels and their individual targets for improvement. This knowledge stimulates them to work harder.

10. Most teachers have wide-ranging subject knowledge, which enables them to set a variety of different tasks at the right level for all pupils. The consistently good and often very good teaching in English means that pupils make rapid progress in all areas. The attention given to literacy underpins general learning skills in all subjects. Numeracy receives appropriate emphasis through calculation, investigation and problem solving in many subjects, but investigative science is not as strongly developed as it should be because pupils do not have enough opportunities to discover things for themselves. Pupils in Year 6 learned a great deal in a very good science lesson about how plants adapt to different soil conditions. They made appropriate predictions, but the teacher told them exactly how much water to use and how long to leave the test - so limited their initiative.
11. Teachers have high expectations of behaviour and of what pupils should be able to do. They enjoy very good relationships with the pupils. Lessons are usually conducted in an atmosphere of mutual respect and good humour where the pupils settle quickly and eagerly to the tasks ahead. In a small number of lessons the pace of learning is slower than it should be, so pupils do not accomplish as much as they could. In the vast majority of lessons, however, the high expectations of the teachers, the way they ensure that pupils know how well they are achieving and the response of the pupils themselves combine to create the positive atmosphere of learning that is characteristic of lessons throughout the school.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (25%)	15 (47%)	9 (28%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The breadth of curricular opportunities is good and the opportunities for enrichment are very good. Accommodation is unsatisfactory. Resources are satisfactory overall.

Main strengths and weaknesses

- The broad range of curricular opportunities enables pupils to achieve well throughout the school.
- Extra-curricular provision is very good and makes a substantial contribution to pupils' learning.
- Accommodation is unsatisfactory and classroom space is restricted.

Commentary

12. The curriculum is now well structured and the allocation of time is well balanced. It is well managed overall. This represents a good improvement since the last inspection when curricular balance was judged to be a key issue. The literacy and numeracy strategies have been well embedded, with the result that pupils achieve well in these subjects. Planning for all subjects is based on a range of good programmes of work, which are reviewed in specific cycles. This has a positive impact on teaching, learning and the very good standards of behaviour. The curriculum is well adapted by teachers to enable pupils with special educational

needs to make good progress. Some individual education plans do not have focused enough targets – but this situation is currently being rectified. Planning and provision for children in the Foundation Stage is thorough and has due regard for the Foundation Stage curriculum. The school ensures that pupils are prepared well for their next stages of learning. There are some weaknesses in the school's provision for religious education - although this does meet statutory requirements.

13. One of the school's strengths is its very good provision of extra-curricular activities, which makes a substantial contribution to pupils' very good attitudes to learning and to their very good standards of behaviour. The provision is well organised with a wide range of sporting, musical and art clubs, and opportunities for learning support outside the school day. Provision for the use of information and communication technology outside school time is currently limited.
14. The school is housed in an old building that is small and cramped. Although staff have made valiant efforts to refurbish parts of the building, to redecorate the school and to establish a computer suite, much remains to be done to provide additional classroom space, a headteacher's office, appropriate library accommodation, adequate outside play areas – especially for children in the Foundation Stage - and improved facilities for physical education. Resources are satisfactory overall, although there are deficiencies in those available to support information and communication technology and design and technology.

Care, guidance and support

The school takes very good care of its pupils and ensures their welfare, health and safety. It provides good support and guidance for its pupils and involves them well in its work and development.

Main strengths and weaknesses

- The very good care and good support given to the pupils ensure that they feel secure and so are able to do their best.
- All staff know the pupils very well. This enables them to give the pupils effective support for their learning and personal development.
- The school seeks and values the support and views of the pupils and uses these to enhance the school's ethos.

Commentary

15. The general policies and procedures covering health, safety and welfare are used well to ensure the pupils' physical well-being. Child protection measures are securely in place and all staff are aware of how to report any concerns. Provision is well managed. The very good relationships that develop between the pupils and the adults in school give the pupils a firm sense of belonging and being valued. This builds their confidence and sense of security and so they are able to give of their best because they know that there are people who care about what they do. The pupils emphatically agreed that they know who to turn to if they need help and that they like school most of the time. Staff visit the nurseries and playgroups attended by children before they start school and there are good arrangements to help them to settle in. The parents are appreciative of this provision. The school has introduced some interesting initiatives to develop and support the pupils' approach to healthy living. An interesting innovation to help pupils to concentrate and develop good learning skills used throughout the school is 'Brain Gym'. Pupils as young as five were seen fully focused and enjoying the activities at the start of the day.
16. Personal development is monitored informally by class teachers. The details given in the annual report to parents show that teachers have a very good knowledge and understanding of the pupils' personal and academic strengths - and where they need to do more work. Academic assessment data is used well to identify pupils' needs, especially in English and mathematics, so that work can be well matched to individual pupils. They know their targets well and talk

knowledgeably about them, how to achieve them and what is expected of them in the longer term. This understanding is particularly well supported through termly one to one individual meetings between the pupil and the class teacher at which the pupil's work and how to move forward are discussed.

17. The school council is an effective way for the school to seek the views of the pupils. Members of the council are drawn from all years, except reception. Time is provided for councillors to discuss issues and gain views and suggestions from their peers. Through this forum, it was decided to place a friendship bench in the playground in memory of a pupil who died recently. The headteacher rightly has a firm conviction that the pupils must be involved fully in the life of the school by being kept informed and through seeking their support. Thus, in assemblies, she may consult the pupils about a problem, asking them to think of a possible solution. This effectively makes them feel a crucial part of the school community and contributes positively to the school's welcoming and caring ethos.

Partnership with parents, other schools and the community

Links with parents, local schools and the community are good.

Main strengths and weaknesses

- Parents greatly appreciate the school's openness and approachability.
- The parents are provided with good quality information about the school and how well their children are doing.
- Good links exist with the community and other schools.

Commentary

18. The school is very welcoming to parents. It aims, from when the pupils first start, to build a partnership that will benefit all parties. Parents are encouraged to bring any problems to the school and, because of its openness and the availability of staff, matters are discussed and usually resolved quickly. The parents are very supportive of the school, especially over such aspects as informing it of the reason for their child's absence and by supporting the parent teachers' association. There is a very high attendance level at parents' evenings. This is appreciated by the staff, as it shows the pupils that home and school are working together.
19. A good quality report at the end of each year gives parents plenty of detail of what their child can do and what areas need to be worked on. Regular information about what their children will be learning, together with what is expected of a child in that year group, encourages parents to support their children, even if it is only talking about what they have been doing. General letters are informative and pertinent.
20. The school has good links with other schools through joint training days for staff and sporting fixtures for pupils. A purposeful link with the local specialist status secondary school to which most pupils transfer provides the pupils with support in their work, such as workshops for higher attaining mathematicians. It also helps to smooth the transfer from primary to secondary schooling. This is particularly well fostered through a system whereby a topic is started in the primary school for completion in the secondary school. Whilst smoothing the transition, it also gives teachers in the secondary school a good idea of the level of work produced in the primary school, and thus hopefully avoids the dip in achievement that sometimes results after transfer.
21. The school makes good use of the local and wider community to enhance the pupils' learning. This may be a walk around the village and a visit to the local church by the youngest pupils or a visit to the Life Skills centre in Bristol by the older pupils. An annual event that the pupils really enjoy - and which involves them with the local people - is the Spring Bulb Show. All these activities help the pupils to appreciate and feel part of a community.

LEADERSHIP AND MANAGEMENT

The headteacher and senior managers provide good leadership. The management of the school is good. However, the governance of the school is currently underdeveloped.

Main strengths and weaknesses

- The headteacher provides a very strong sense of direction and purpose.
- Finances are well analysed and deployed so that the school makes the most of the money it has.
- Governors are supportive of the school, but they do not yet sufficiently hold the school to account.

Commentary

22. Governors have supported the headteacher and staff appropriately during the last few years. They are loyal and positive about the school, but they do not act as critical friends. They know what they want the school to be like, but they do not ensure that this vision is always realised. They have a reasonable understanding of the strengths and weaknesses of the school, but they tend to rely too much on the headteacher to bring about improvement. There are currently only limited formal links between governors and subject areas. The governing body does not monitor the implementation of certain key policies throughout the school. These include the race equality policy.
23. The headteacher has created a very positive climate for change in motivating staff, gaining the confidence of parents and securing the commitment of all to school improvement. She is devoted to the school and inspires loyalty from staff and pupils. Under her uplifting leadership, the school has made good progress in the key areas of teaching, learning and standards of attainment. The headteacher has also ensured that other key staff share her aspirations and her relentless drive for consistent and improved standards. The development plan is a very useful tool for shaping the future of the school, with a clear, measurable agenda for improvement. The management of provision for special educational needs is satisfactory overall and the pupils concerned achieve well as a result. However, the headteacher, herself, co-ordinates the provision, which is not appropriate with all the other responsibilities that she has. Also, the special educational needs policy is out of date and does not reflect the most recent Code of Practice. In practice, however, pupils of all levels of attainment are included well in most of the school's activities. The only exceptions relate to some higher attaining pupils not being challenged enough in some of the activities provided for them.
24. The school's management systems are structured well to facilitate learning. The senior management team is knowledgeable and provides robust support to the school's educational directions. The school undertakes systematic self-evaluation, which has an appreciable impact on teaching, learning and standards of attainment. Monitoring in literacy and numeracy is good, but this practice has yet to be disseminated effectively in other subject areas. Some subject co-ordinators have effective action plans that are linked well to whole-school priorities. However, there are inconsistencies in co-ordination practices. Performance management has been introduced effectively and this is having a desirable effect on the consistency of teaching. The school collects useful data, which is handled well to improve pupils' achievement in the core subjects. New members of staff undertake an effective induction programme. Support staff are deployed effectively in key areas and make a substantial contribution to the school community.
25. There is good budgetary control and this reflects the school's educational priorities well. Although a budget surplus from the previous year appeared to be high, this contained devolved capital and unexpected savings, which had artificially inflated the school surplus. Principles of best value are applied consistently well and contribute to the improved cost-effectiveness of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	431,702
Total expenditure	385,874
Expenditure per pupil	2,352

Balances (£)	
Balance from previous year	46,056
Balance carried forward to the next	45,827

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children are admitted to the reception class at the beginning of the school year in which they become five. At the time of the inspection they had only been in school for a few weeks and had only recently begun attending full time. Attainment on entry varies widely, but is currently below the expected level – particularly in communication, language and literacy. The recommended Foundation Stage curriculum is fully in place and there are appropriate strategies for assessing and recording the children’s progress. The provision is managed well. The teaching of the children in the reception class is a particular strength. It is consistently at least good in all areas and is regularly very good. The teacher and nursery nurse have a very good knowledge and understanding of the needs of these young children. Planning is thorough and a good range of activities is provided to engage and stimulate the children. Whole-class lessons – such as physical development – proceed at a good pace, keeping the children interested and focused on their tasks. The teacher and the nursery nurse work very closely together to provide an effective learning environment in which the children achieve well. Most will reach the Early Learning Goals in all areas except for communication, language and literacy by the time they reach Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The staff have a high regard for the children’s personal development and have a wide range of strategies in place to support it.
- Some children still find it difficult to work together co-operatively.

Commentary

26. The staff provide an environment that is conducive to good behaviour. Both the teacher and the nursery nurse have high expectations of the children and the latter generally respond to these well. All enter the room quietly and cheerfully at the beginning of the school day, leaving their parents without fuss and getting on with reading books or tackling a series of activities that have been prepared for them. The parents themselves are encouraged to stay and chat for a few minutes, adding further to what is a very welcoming atmosphere. The children have generally good relationships with staff and with one another, although some do find it difficult to use the role-play area without argument – especially when not being directly supervised. The children are taught rules and responsibilities from the outset and are provided with a number of simple classroom roles.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Literacy is taught in an appropriately structured way.
- The classroom provides an environment that is rich in language.

Commentary

27. Many of the newly admitted children have underdeveloped oracy and literacy skills. For example, a significant number cannot write their names while most of those who can do not

manage to do it accurately. Spoken language is supported well during group activities as a result of a good verbal interaction between staff and children. There are regular opportunities for the children to talk about their activities and interests with other members of the class. Role-play activities are provided where appropriate. At the time of the inspection, these were largely related to a 'doctor's surgery'. Most of the children are developing an understanding of initial letter sounds, know that text goes from left to right and from top to bottom, and can associate text with pictures. Some are beginning to use a range of techniques to read simple books. Formal whole-class sessions also contribute well to the development of the children's communication, language and literacy skills. In one lesson seen during the inspection, the activities were thoroughly planned and relevant to the needs of the children. Methods were varied and stimulating. For example, the focus letter 'e' was reinforced by a story and a song with actions. A model 'Elmer the Elephant' was employed to maintain the children's interest. Correct letter formation was specifically taught and the children were able to practise and enhance their own writing skills using individual whiteboards. However, most children will not meet all the Early Learning Goals in communication, language and literacy by the time they leave the Foundation Stage.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The activities provided interest the children.
- Mathematical tasks are well linked to other areas of learning.

Commentary

28. The children have a sound knowledge of two-dimensional shapes and many can count up to ten. Their work on shape is well re-enforced by staff in a variety of ways. For example, classroom displays reflect this focus and there are good cross-curricular links with art and design – printing tasks and model making being linked to shape. One lesson finished with the children walking around the school and identifying shapes that they knew in the local environment. The children are given regular opportunities to recite number names in order and to match numbers and sets of objects. Computers are regularly used to re-enforce number concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of activities is provided.

Commentary

29. During the inspection, the children were involved in a study of themselves and of people who help us. As part of this they looked at photographs of themselves as babies and compared these with how they look now. They also ordered pictures of people at different stages of life. They tasted different fruits, studied the life of Louis Braille and played a listening game in order to explore their senses. They discussed which things are safe to taste and touch and which are dangerous. They listened to a talk on road safety from the school lollipop lady.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- Staff have high expectations of children's performance.
- The lack of a specific outside play area detracts from the opportunities available for physical development.

Commentary

30. Lessons contribute well to the children's personal development as they have to listen to staff and to move about the hall with due regard for one another. In one lesson seen during the inspection, the children explored the different shapes they could make with their bodies. They also made these shapes at different heights – although some were less secure about how to do this. During a discussion, most could comment on what they were doing, while the higher attaining children were beginning to evaluate their actions in terms of 'what we have learned'. During group activities in the classroom, the children have many opportunities to develop fine manipulative skills. There is some large wheeled equipment available for outdoor use – but the effectiveness of this is hampered by accommodation difficulties.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children enjoy their many opportunities for creative development.

Commentary

31. The children paint pictures, colour in, stick on shapes and make a variety of simple models. For example, they draw self-portraits for display and create colourful pictures of 'Elmer the Elephant'. They mix colours to create autumn pictures and make puppets of 'people who help us'. Many of the pictures created are still very immature for the age of the children. After some practise, most of the children can distinguish between long and short sounds, replicating these with tuned and untuned percussion instruments. They sing simple songs with actions such as 'Clap your hands, wiggle your fingers' and 'Bobby Shaftoe'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The National Literacy Strategy is interpreted well, giving balanced attention to the different language skills so pupils work at the levels they should and achieve very well by the time they leave the school.
- Assessments are good and support precise target setting. Targets are closely monitored so pupils know how well they are doing and what they need to do next.
- Library provision is unsatisfactory and does not support learning enough.
- Literacy is emphasised in all subjects of the curriculum, contributing to accurate expression.

Commentary

32. The school has made a good improvement since the last inspection. At that time standards were average by Years 2 and 6. In the National Curriculum assessments for 2002 standards were above average for Year 2. The results of pupils in Year 6 were above average, demonstrating very good achievement over their time in school since they were below average on entry. Standards in the current Year 2 are average, but in Year 6 they are above average, representing very good achievement overall.
33. Higher achievement stems from more effective teaching and learning, which are closely monitored thanks to good curricular leadership and management. This makes sure that all groups of pupils have interesting and challenging tasks, which meet their needs. The overall quality of teaching and learning is now good, which is an improvement since the last inspection when one lesson in three was unsatisfactory. About half of the lessons sampled were very good. Where teaching is only satisfactory, lessons lack pace.
34. Teachers plan lessons well. They use their secure command of the subject so that the different language skills of listening and speaking, reading and writing are regularly practised in purposeful and interesting ways. The use of information and communication technology is satisfactory in English, where pupils use it to word-process their work. Teachers work effectively with teaching assistants so that pupils with special educational needs make good progress throughout the school. Teachers generally have high expectations of pupils' work and behaviour and, consequently, pupils behave well and show good attitudes to lessons. Good relationships help especially to give pupils confidence when they speak and to concentrate and question responsively, which supports the development of their communication skills as a whole.
35. A very good Year 5 lesson was typical of this approach. This included an enthusiastic grammar session where pupil 'detectives' investigated the use of compound words. There followed a range of independent tasks, tailored to ability, using the study of a popular work by Dick King Smith to research effective development of stories. The teacher and knowledgeable classroom assistants made sure that everyone was working to the best of their ability and knew what the next steps should be through very effective questioning and feedback. Pupils also took turns to word-process some of their notes, which helped to develop general learning skills. The lesson ended in a session where pupils enthusiastically discussed and consolidated what they had learned.
36. Assessments are regular and thorough and help match work precisely to attainment, because pupils' achievements in the different skills are regularly tracked. Pupils have clear targets and know what they need to do because of the good feedback they receive from teachers and teaching assistants. In consequence, pupils in Year 6, for example, explained clearly where they were currently in terms of National Curriculum Levels and, enthusiastically, where they intended to be.
37. Pupils are encouraged to read for a variety of purposes and the school makes time on the curriculum for guided reading to stimulate pupils' interest. Most pupils now read regularly with interest. The stock of books throughout the school is satisfactory and adequately supports research tasks within the classroom. The school library is inadequate. It is underused because it is very small. In consequence, Year 2 pupils had little idea of how to locate information because they were unfamiliar with the process.

Language and literacy across the curriculum

38. The school gives a strong emphasis to literacy across the entire curriculum. In each subject targeted vocabulary is emphasised. This means that correct scientific language or specific religious terms, for example, are properly used and pupils express themselves more accurately. The use of information and communication technology for research helps pupils

read a variety of styles and word-processing supports drafting in a number of subjects. There are good opportunities to write for various purposes throughout the curriculum, with frequent opportunities to write at length in the humanities.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is consistently good and has improved well since the last inspection.
- Leadership and management of the subject are good and provide a clear sense of direction.
- Standards are average by the end of Years 2 and 6 and pupils achieve well.
- Pupils' attitudes to learning are usually very good.
- Planning does not always match the emerging learning needs of higher attaining pupils.
- Information and communication technology is not used well enough to support learning in mathematics.

Commentary

39. Achievement in lessons is good and the work in pupils' books reflects a consistent rate of progress. In Years 1 and 2, lessons seen during the inspection focused primarily on the rules of number and place value. There were also instances of some stimulating work on measurement. Lessons in Years 4 to 6 concentrated largely on number work and the use and application of mathematics. Mental mathematics was usually of a good standard, especially in Years 4 to 6. There were several examples of mathematical investigations in pupils' workbooks and folders, but there was not as much evidence of data handling.
40. Teaching and learning is consistently good throughout the school. Teachers plan lessons well, but there are occasions when the needs of all pupils are not fully met. Higher attaining pupils, in particular, could sometimes be given more challenging tasks to extend their mathematical skills. The school is aware of this and is developing strategies to improve this aspect of teaching. Learning objectives are usually shared well with pupils. Relationships are very good and teachers are committed to helping pupils to improve their work. Teachers respect the pupils and value their contributions in lessons. As a result, classroom management is very good and teachers adopt a variety of strategies to stimulate pupils' enthusiasm for the subject. Quick-fire questions and well-focused interventions are the hallmarks of the well-taught lessons. Plenary sessions are usually good, but they are not consistently evaluative. Consequently, they do not always confirm that lesson objectives have been met. Assessment procedures have developed well and the information gathered by teachers is used well to diagnose areas of further learning. Marking is positive and older pupils especially know their targets for improvement.
41. The very experienced and enthusiastic co-ordinator provides effective leadership and management of the subject. Monitoring strategies are especially good in the subject and help to raise standards of achievement. There has been good improvement since the last inspection.

Mathematics across the curriculum

42. Although the numeracy strategy has been implemented well in the mathematics lessons, the school has not planned systematically for the development of numeracy across the curriculum. There are appropriate links with other subject areas, but the extent of the use and development of pupils' numeracy skills is dependent largely upon individual teachers.

SCIENCE

Provision for science is **good** overall.

Main strengths and weaknesses

- Pupils achieve well as they move through the school.
 - Teaching is good overall and there are examples where it is very good.
 - Pupils do not have enough say over the course of their investigations and this adversely affects standards in the higher levels of investigative science.
 - There is not enough use of information and communication technology to support learning in science.
43. National curriculum test results have fluctuated over the past few years – mainly because of differences between different groups of pupils. In the 2002 tests of pupils at the end of Year 6, for example, they were well above the national average, while in the 2003 tests they were below average. The co-ordinator has carried out some analyses of test results and overall provision, and identified specific areas of relative weakness for teachers to address. Current standards are average overall at the end of both Years 2 and 6. At the end of Year 6 there are particular strengths in the knowledge aspects of science. As pupils enter the school with frequently below average knowledge and understanding, this represents good achievement. This judgement is substantiated by an analysis of individual progress between Years 2 and 6, which was well above average in 2002 and above average in 2003.
44. Year 2 pupils are aware of the changes that take place in materials as a result of heating them and have a developing appreciation of which will return to their original state after cooling and which will not. Pupils in Year 4 have a sound understanding of circuits, conductors and insulators. They are able to define solids, liquids and gasses and successfully investigate the movement of wheeled vehicles down ramps consisting of different surfaces. Year 6 pupils successfully investigate which of several types of soil would be the best for growing plants. They are fully aware of the need for 'fair testing', can make appropriate predictions and record their findings accurately.
45. The pupils enjoy science and behave well in lessons. They co-operate well with one another in pairs and groups, being able to work successfully without direct adult supervision when this is appropriate. The main strengths in teaching include well informed and enthusiastic presentations of information. These impact well on pupils' gains in new knowledge and understanding. Methods are varied and interesting, which keeps the pupils motivated. There are regularly high expectations of achievement and behaviour. The main weakness in the teaching of science at the school is that in some lessons, which are otherwise successful, investigations are fully planned and controlled by the teacher. This prevents potentially higher attaining pupils from developing their ability to explore scientific thinking and problem solving at higher levels.
46. Structures for planning in science are appropriate and new assessment procedures are currently being implemented. The subject is well led and managed. The school possesses computer-linked microscopes, but does not have enough equipment for using computers to sense conditions such as light and temperature. Current standards in science are broadly similar to those reported at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment have improved since the last inspection when they were below average.
- Pupils' attitudes to the subject are generally good and this helps them to make sound progress in their learning.
- The use of information and communication technology to support learning in other areas is not well developed.
- Resources do not currently enable pupils to reach higher standards of attainment in some aspects of the subject.

Commentary

47. Standards by the end of Years 2 and 6 are average and pupils achieve satisfactorily. An appropriate computer suite is now housed in the school library and computers in classrooms are networked. Consequently, there are steady improvements in pupils' learning throughout the school. The first interactive whiteboard has been purchased and this is planned to further enhance pupils' knowledge, understanding and skills in information and communication technology.
48. Teaching and learning in the subject are satisfactory overall. Pupils show an appropriate interest in their lessons and in their discussions with visitors. Their behaviour is always good and they appreciate the support of teachers, volunteer helpers and 'computer buddies'. In the lessons observed, teachers were enthusiastic and engaged the learners appropriately by consolidating key vocabulary and helping them to practise their keyboard skills. Although teachers have benefited from training and exhibit commitment to using information and communication technology, not all the teachers are entirely secure in their knowledge of the application. This occasionally impacts on achievement. Assessment procedures are underdeveloped.
49. Although the co-ordinator was only appointed a year ago and will soon be on leave, she has acquired a reasonable grasp of strengths and weaknesses in the subject and provides satisfactory leadership. However, not enough improvements in the monitoring of teaching and learning have been made since the previous inspection. Resources have improved gradually and plans for further improvements are in hand. The school is connected to the Internet and pupils often send e-mail messages to schools in Japan.

Information and communication technology across the curriculum

50. There has been some improvement in the use of information and communication technology to support learning in other subjects and this was observed during the inspection in lessons and in classrooms. Overall, however, this is still insufficient.

HUMANITIES

Geography and history were not a focus of this inspection. Provision and standards are, therefore, not reported on in any detail. However, scrutiny of previous work and planning, and discussions with staff indicate that the full requirements of the National Curriculum are being met. In history, for example, Year 4 pupils have studied the Vikings in some depth and have a good recall of several aspects of their era. Year 5 pupils have completed some good quality extended writing related to Ancient Greek culture while pupils in Year 6 exhibit well developed research and analytical skills in their studies of the Elizabethan period. Year 2 pupils can locate places on maps while Year 6 pupils successfully compare and contrast different regions of the United Kingdom with their own. In the one geography lesson seen during the inspection, Year 3 pupils discussed how their village might look in 20 years' time and considered how best to maintain the quality of its environment.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils reach the expectations of the locally agreed syllabus by the end of Years 2 and 6.
- Constructive discussion takes place in lessons, but there is limited recording of work to help pupils to consolidate and later revise what they have done.
- The scheme of work is not sufficiently monitored to make sure all teachers interpret the agreed syllabus in the most effective way. The school has not made use of its system of assessment to give a clear indication of how well pupils are learning and what they could do better.

Commentary

51. The development of curricular planning in religious education was made a key issue at the last inspection. The school has been slow to respond to the requirements of the current agreed syllabus, which was published in 1998. Only in the past year has a scheme of work by the local authority been adopted, out of which the school has selected relevant units for each year group. Improvement has been satisfactory because standards remain in line with expected levels by the end of Years 2 and 6 and the achievement of all groups of pupils is satisfactory.
52. Lessons, books and displays show that pupils reach the expectations of the syllabus by the end of Year 2. They recognise, for example, some religious symbols and identify some religious beliefs. They are starting to recognise some aspects of what is of value and concern to others, but are less secure in identifying what is of value and concern to themselves. A conversation with pupils of a range of attainment in Year 6 revealed that they had clearly discussed many aspects of Christianity, Islam, and Judaism over their time in school, but their recall of some of these was uncertain. Their views on deeper questions were satisfactorily expressed, but were not well developed or clearly connected to their studies. They had made few notes during lessons and so could not call on these for support.
53. The lessons observed confirmed that discussion features strongly in teaching and learning and that such an approach sometimes does make pupils think hard and reflect on important issues. Teaching and learning overall are satisfactory only because the impact of lessons is not complemented by effective recording. As a result, learning is not securely retained. Information and communication technology supports learning satisfactorily through the use of CD-ROMs and Internet sites for research.
54. Curricular leadership is satisfactory because use of the local authority scheme of work ensures that the content of the syllabus is taught in a meaningful way. There are weaknesses in the management of the subject in that systematic monitoring of teaching and learning has not taken place to ensure that all pupils have the challenges that best fit their needs. Within lessons teachers are generally aware of the broad outcomes expected - but the more detailed system of levels in the agreed syllabus, following the pattern of the National Curriculum, remain underused - so assessment and feedback lack precision. There is close support from local churches, which contributes to the study of Christianity, but there is no evidence of links with other places of worship to support the study of other faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and physical education were not a focus of this inspection and are not, therefore, reported on in detail. However, previous work was analysed and staff and pupils discussed the provision. Displays of artwork around the school are often of above average quality, for example, and are representative of different and non-European cultures - and various

media. Year 3 pupils have constructed effective 'mini world' sculptures from paper and paintings influenced by a well known modern British artist, while Year 5 pupils have produced textile pictures that were inspired by poems, and good quality still life pictures in charcoal and pastels. Work has also been carried out in the style of aboriginal artists. An extra-curricular art club effectively enhances the curriculum provided and the standards reached. Year 1 pupils have a good understanding of what constitutes a balanced diet, while Year 2 pupils construct wheeled vehicles after analysing what materials they need and exploring potential difficulties that they might experience. Year 6 pupils use their knowledge of electrical circuits well to design and construct motorised vehicles. The one physical education lesson seen during the inspection indicates that Year 6 pupils achieve average standards. The pupils created a dance modelled on Shakespeare's witches. They linked their movements well and displayed appropriate suppleness.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Most pupils enjoy singing and want to improve their performance.
- Some teachers lack confidence in delivering the subject.

Commentary

55. The school has identified music as a subject that needs to be developed further. To this end a new scheme of work has recently been purchased and music will be a specific school focus later this year. As part of the latter, the co-ordinator will observe and support teachers. Currently some staff are insecure in teaching the subject and this impacts adversely on the standards being reached by the pupils. Standards were average in lessons seen during the inspection and there was some good quality singing in assemblies. Overall achievement is satisfactory. This is a similar finding to that of the last inspection. Most Year 3 pupils are clear about the difference between a beat and a rhythm and can define these. They can perform to a simple rhythmic notation on a range of percussion instruments. Year 4 pupils also have a good understanding of various musical terms and sing a popular song with actions and a bouncy rhythm. The pupils like to sing, and often do so with enthusiasm. For example, in one assembly seen during the inspection, 'Life is Great' was sung with much exuberance and a good control of rhythm and dynamics. Attitudes and behaviour in the lessons seen during the inspection were satisfactory. Although the majority of the pupils were quite keen to improve their musical skills, several became over excited and did not concentrate well on the activities that were provided for them. Teaching was also satisfactory. Lessons were planned well and there was a good range of methods that helped to motivate the pupils. In some cases, however, an activity went on too long - leading to some pupils becoming bored and restless. The headteacher – who co-ordinates music soundly – has given some demonstration lessons. The use of information and communication technology to support music is underdeveloped. There are, however, opportunities available for pupils to learn to play the violin and recorders and the school holds major musical performances twice a year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is not enough evidence to report on this subject in detail. One Year 1 circle time was observed. In it teaching, learning and achievement were all good. Assemblies also contribute well to pupils' learning in this area. The achievement of a 'Healthy School' Award is a positive feature.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	5
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)