

INSPECTION REPORT

FARMBOROUGH C of E VC PRIMARY SCHOOL

Bath

LEA area: Bath and North East Somerset

Unique reference number: 109191

Headteacher: Mrs Anne Hewett

Lead inspector: Mrs Jane Morris

Dates of inspection: 2nd to 4th February 2004

Inspection number: 256104

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:	140
School address:	The Street Farmborough Bath
Postcode:	BA2 0FY
Telephone number:	0176 147 0714
Fax number:	0176 147 9115
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Grant
Date of previous inspection:	9 th March 1998

CHARACTERISTICS OF THE SCHOOL

This is a rural, Church of England, voluntary controlled primary school with 140 pupils on roll. Half of the pupils come from the village of Farmborough itself, which is close to Bath, and others from villages in the surrounding area. Pupils' home backgrounds are wide-ranging in socio-economic terms, being average overall. The vast majority are of white British heritage. All pupils have English as their mother tongue. The number of pupils joining and leaving the school at times other than those expected is below average. Attainment on entry to school varies from year to year, but is generally average. Twenty-three per cent of pupils are on the school's register of special educational needs. This is above average. Three pupils have a statement of special educational needs. At two per cent, this is above average. Pupils' special needs are physical and learning related. Pupils are taught in five classes; reception and youngest Year 1 pupils in Class 1, Years 1 and 2 pupils in Class 2, Year 3 pupils exclusively in Class 3, Year 4 and younger Year 5 pupils in Class 4 and, finally, Years 5 and 6 pupils in Class 5. The school funds an additional teacher each morning, to enable pupils to be taught regularly in smaller groups, and also benefits from a special educational needs teacher for two sessions a week.

Governors have recently appointed a new headteacher, who took up her post four weeks before the start of the inspection. A temporary head led the school for ten months between the previous head's departure and the new head's arrival.

The school was awarded the 'Active Mark' in 2000, 'Investors in People' in 2001 and a 'Schools Achievement Award', also in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18270	Mrs Jane Morris	Lead inspector	Foundation Stage, Science, Art & Design, Design & Technology, Music and English as an Additional Language.
14243	Ms Sandra Benjamin	Lay inspector	
12367	Mr Anthony Green	Team inspector	Mathematics, Geography, History, and Religious Education.
28014	Mr Peter Buckley	Team inspector	English, Information & Communication Technology, Physical Education and Special Educational Needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school's **effectiveness** is **satisfactory** and it provides satisfactory value for money. Following a year of substantial staffing changes and a legacy of some underachievement, with low test results reported at the end of Years 2 and 6, improvements to both standards and achievement are in evidence. The school has adopted a rigorous school improvement plan that was introduced by a previous acting headteacher. This is being implemented through the good quality leadership and management of the recently appointed head, and her established and effective deputy head. Together they have secured the capacity for continued improvement as they have the skills and determination to tackle a significant weakness in teaching.

The school's main strengths and weaknesses are:

- The majority of pupils' achievement has improved, is now good and this is leading to better standards overall, but writing is still below average in Year 2.
- Teaching is good overall and is supported by very effective assistants, but it is unsatisfactory for Year 4 and younger Year 5 pupils.
- Provision for pupils with special educational needs is good.
- Provision for the Foundation Stage is very good.
- The effectiveness of the co-ordinator role in some subjects is underdeveloped.
- A good ethos is provided by a friendly school which has productive links with parents.

The majority of issues raised at the previous inspection have been addressed. Satisfactory progress has been made even though changes in staffing arrangements have impeded the development of the role of subject co-ordinators and some still remain unsatisfactory. Lower standards than those reported previously in mathematics and science, are being addressed successfully. Writing at the end of Year 2 is still an issue. The quality of teaching in the reception and Year 1 class has improved significantly. Standards in music are better. Assessment and tracking of pupils' progress is taking greater account of the needs of different groups within the school. This is already having a positive impact on pupils' achievement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	E*	E
mathematics	D	D	E	D
science	D	C	D	C

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

Achievement is satisfactory overall, but improving. Pupils of all abilities are now achieving well in the majority of classes, but those in the class for Year 4 and younger Year 5 pupils do not always achieve as well as they should. In 2003, test results at the end of Year 6 were in the lowest five per cent nationally in English. These results were influenced by a high proportion of pupils with special educational needs. In Year 2, they were well below average in reading and writing, and below average in mathematics in relation to all schools. When compared with similar schools, results were in the lowest five per cent nationally for reading and well below average in both writing and mathematics. Inspection evidence shows that standards are now improving. Currently, Year 6 pupils are achieving well and their overall standards are average in English, mathematics and science. About a third are on course to reach standards above those expected. The above average number of

pupils who have special educational needs has access to very good support. They too achieve well. Standards seen in Year 2 are average in reading and mathematics, and below average but improving in writing. Science standards are as expected in respect to pupils' knowledge and understanding, as are their investigative skills, but their recording skills are underdeveloped. Reception children are on course to reach, and a good number will exceed, the goals they are expected to attain by the end of the reception year.

Pupils' personal qualities and spiritual, moral, social and cultural development are good as are their attitudes to work. They behave well. Attendance is satisfactory.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**.

The **quality of teaching** is **good** overall. It is very good for reception and younger Year 1 pupils. Lessons ensure the majority of pupils always learn well. Unsatisfactory teaching and learning in the class for Year 4 and younger Year 5 pupils occurs because the class teacher's organisation and management strategies lack sufficient structure. The overall quality of the curriculum is satisfactory with good extra-curricular provision enriching and broadening pupils' learning effectively. This makes a good contribution to pupils' achievement, especially in music. The guidance and support offered to pupils are good. Partnerships with parents are good, as are links with other schools, colleges and the community. These all have a valuable impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **good**. The headteacher and her deputy are effective, although not all subjects are led effectively. The governance of the school is satisfactory, guided by a knowledgeable chair, and all statutory requirements are met. The present inconsistency of teaching throughout the school is a particular barrier to raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have generally positive opinions of the school but their concerns about behaviour in one class, caused by ineffectual class management, have some foundation. They like the welcoming atmosphere and the ethos that permeates throughout.

Pupils enjoy life at Farmborough School. They are particularly impressed with the friendliness of their class-mates. Their views, however, are not sought or taken into consideration.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching in the class for Year 4 and younger Year 5 pupils.
- Follow and closely monitor the rigorous school improvement plan in order to promote higher standards in all aspects of English, especially writing at the end of Year 2, mathematics and science.
- Ensure that the roles of subject co-ordinators are developed so they are empowered to support the implementation of the school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards seen during the inspection indicate overall improvement and are now average in Year 2 and Year 6. Pupils are now achieving well in all but one class. In the class for Year 4 and younger Year 5 pupils' achievement is often unsatisfactory. However, when pupils from this class are taught in small groups with a regular, additional member of teaching staff they achieve satisfactorily and often well. Children of reception age are also achieving well. The vast majority are likely to reach the expected goals as they enter Year 1, with about a third on course to exceed them.

Main strengths and weaknesses

- There is some unsatisfactory achievement in the class for pupils in Year 4 and 5.
- Standards are rapidly getting better in the youngest class because of very good teaching.
- The school improvement plan is proving to be an effective tool for improving achievement and raising standards.
- Pupils with special educational needs are very well supported and achieve well.

Commentary

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

Standards in:	School results	National results
reading	14.0 (14.9)	15.7 (15.8)
writing	13.6 (12.7)	14.6 (14.4)
mathematics	15.5 (14.3)	16.3 (16.5)

There were twenty-six 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 2003

Standards in:	School results	National results
English	23.3 (27.0)	26.8 (27.0)
mathematics	24.3 (25.9)	26.8 (26.7)
science	27.5 (29.0)	28.6 (28.3)

There were twenty-four pupils in the year group. Figures in brackets are for the previous year

1. Test results at the end of Years 2 and 6 can be adversely influenced by the number of pupils in each year group who have special educational needs. This was a significant and contributory factor to the very low Year 6 results for 2003. Forty-six per cent of pupils in Year 6 had special educational needs. Of these, almost half had a statement of need. English test results were in the lowest five per cent nationally. Low results also reflect pockets of underachievement. Whilst these have been identified, some have yet to be fully resolved.
2. Inspection evidence shows that standards are now improving and the majority of pupils are achieving well but pupils in the class for Year 4 and younger Year 5 do not always learn as well as they should because teaching is often unsatisfactory. Currently, Year 6 pupils are achieving particularly well. They are catching up and their overall standards are now average in English, mathematics and science. About a third are on course to reach standards above those expected. The above average number of pupils who have special educational needs has

access to very good support. They achieve well. Standards seen in Year 2 are average in reading, speaking and listening, and mathematics, and improving but still below average in writing. Science standards are as expected in respect to pupils' knowledge and understanding, as are their investigative skills, but their recording skills are underdeveloped.

3. Teaching in reception is very good and makes certain that children are achieving well. Children enter school with a wide range of attainment, which also varies considerably from year to year. Currently it is average. Overall, provision for these children has improved. It is now very good due to the changes to staffing arrangements. The vast majority of children are likely to reach, and about a third will exceed, the expected goals in every area of learning by the time that they enter Year 1, particularly in their personal, social and emotional development. Attention to this area has instilled a particularly strong work ethic into the class. It is too early for this consistently high quality teaching to have had an impact on pupils' standards in classes further up the school.
4. A rigorous action plan for school improvement has been in place for almost a year. The newly appointed headteacher, supported by her deputy, is making sure that this well established plan, put together by her predecessor, is being thoroughly implemented. Individual progress, results and any slight variations are analysed in depth and each pupil has challenging but realistic targets to work towards. Valuable support from the local education authority has also proved productive. The school is aware of and is already focussed on eliminating the incidences of unsatisfactory and sometimes poor teaching in the class for Year 4 and younger Year 5 pupils. Further time is needed for this to have sufficient impact.
5. The achievement of pupils with special educational needs is a particularly strong feature of the school's work. This is due to the good arrangements that are in place to assess each pupil's strengths and needs and the very good support that is given to them, thus enabling them to make good progress and achieve well. Although there are no significant differences between the achievement of girls and boys, the number of boys with special educational needs is high.
6. In music standards are above those expected at the end of both Year 2 and Year 6. In religious education they are in line with expectations. The evidence gathered from samples of work, photographs and talking with pupils indicates that standards in ICT are likely to be average. Work on display around the school would suggest that standards at the end of Year 6 in geography and design and technology have improved since the previous inspection.

Pupils' attitudes, values and other personal qualities

The behaviour of pupils and their attitudes to their work and others in the school are good. Their overall spiritual, moral, social and cultural development is also good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils' good behaviour and attitudes to their learning help them to achieve well.
- Personal and social development starts well in reception and is good throughout the school.
- Relationships are good at all levels.
- Pupils are very willing to take on responsibilities when given the opportunity and this improves their confidence.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8

Unauthorised absence	
School data	0.4

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

7. Attendance and unauthorised absence are in line with the national average. The unauthorised rate is mainly as a result of a small number of families who take family holidays during term time and do not always attend school on time. This situation is beginning to be dealt with by the school and it is working closely with the educational welfare services to resolve the situation. There have been no exclusions over the past year.
8. Pupils listen attentively in lessons and enjoy their learning, with the exception of the class for Year 4 and younger Year 5 on some occasions. All pupils, including those with special educational needs, want to learn and succeed when given the opportunity. Pupils enjoy coming to school. Playtimes and lunchtimes are positive social occasions where friendships between boys and girls and self-esteem are developed. Lunch time supervisory assistants know their pupils well and positively encourage the development of pupils' social skills in the dining hall. All these factors contribute to the good ethos of the school that promotes a desire to learn and ensures pupils work together co-operatively.
9. Pupils' personal development is managed well. The good relationships cultivated through the school have enabled pupils to share any worries and concerns with staff, ensuring they feel safe and secure and thus enabling them to do well. Teaching assistants give very valuable assistance to pupils. Children of reception age are supported very well and they are on course to exceed the early learning goals in relation to their personal, social and emotional development. All pupils are fully included in every aspect of the school's work. Many pupils and parents, in their questionnaire returns and conversations, described personal development as being at the heart of the ethos of the school. Pupils with special educational needs are well accepted by all pupils. They work well with their teaching assistants in classes and are included in all school and class activities.
10. Provision for pupils' spiritual development is good. Its strengths lie in the caring atmosphere generated throughout the school and links with the local church. Candles are lit and the newly presented cross is used well to foster the spiritual dimension in assemblies. Pupils treat each other with respect and are given very good opportunities to develop their self-knowledge through reflection in group discussions and assemblies. The issuing of certificates and praise in assembly, for example, for 'tag rugby', does much to raise pupils' self-esteem.
11. Pupils have a good appreciation of cultural diversity. The school celebrates major religious festivals, some in the local church. Pupils have the opportunity to develop an understanding of other faiths and cultures through their topic work and have studied Hinduism and Islamic traditions. There is evidence of positive black and minority ethnic images in resources and displays throughout the school. The newly appointed headteacher has also begun the process of linking with a school in inner city Bristol, which has a diverse minority ethnic pupil population to provide pupils with an appreciation of living in a multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The majority of teaching is good. The curriculum is satisfactory and enhanced well by additional opportunities. The ethos for learning is good and pupils are cared for satisfactorily and supported well. There are good links with parents, the community and other local schools.

Teaching and learning

The quality of both teaching and learning is good overall. It is very good for reception children and good overall for pupils in Years 1 and 2. Year 3 pupils and those in the class for Years 5 and 6

receive good quality lessons, but in the class for Year 4 and some younger Year 5 pupils, teaching is inconsistent and sometimes it is unsatisfactory or poor. Assessment is satisfactory.

Main strengths and weaknesses

- Whole class teaching is unsatisfactory for pupils in the Year 4 and younger Year 5 class.
- Teaching assistants are very effective.
- The quality of marking in books is inconsistent and does not always inform pupils about what they need to concentrate on and develop next.
- Homework is used well to support learning.

Commentary

12. During the recent past the school has been a through a period of instability caused by leadership and staff changes, illness and re-organisation. These factors, plus some inconsistencies in teaching, have had a negative impact on pupils’ learning both in terms of their achievement and their standards. A very rigorous action plan, initiated by a temporary headteacher, has been implemented to address low standards and improve teaching and learning. It has been in place for almost a year. During this time, and since the arrival of the new headteacher, there has been considerable improvement in the quality of teaching. This is enabling pupils in all classes except one to achieve well and make up ground which they have lost previously. It is going to take considerable effort and some time for the current situation to stabilise completely. However, under the direction of the skilled headteacher and the established and effective deputy head, the school is in a strong position to move forward and provide a consistency to the quality of teaching.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	14	6	1	1	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.

13. Reception children achieve well because teaching is very good and fosters positive attitudes to learning. The newly arrived teacher has already had a significant impact on standards. The teaching assistant is a pivotal figure in helping children to follow school routines and in encouraging them to learn. The planning and organisation for these children is especially effective and ensures they experience lessons of high quality. Significant attention is paid to developing personal, social and emotional and speaking and listening skills, and this is productive, enabling children to talk to one another and adults as they take part in very meaningful question and answer sessions. The quality of teaching in this class has improved since the time of the previous inspection.
14. Teaching for pupils in Years 1 and 2 is good and makes certain that pupils are achieving well. Curriculum planning and subject knowledge are secure, and this ensures there are good opportunities for learning and all pupils are treated equally and fairly. In Class 2, a lack of teaching support during some sessions has had a negative effect on the productiveness of the teacher’s hard work to ensure sufficient challenge and the focus on raising standards, especially in writing. The school has recently taken steps to resolve this situation.
15. Teaching in Years 3 to 6 is satisfactory overall. It is predominantly good for pupils in Years 3 and 6, and older pupils in Year 5, but it is unsatisfactory in the class for pupils in Year 4 and younger Year 5 pupils because the teacher does not always manage the class effectively. There are occasions when the teacher fails to engage the whole class, allowing some pupils to become bored, distracted and unproductive. At times pupils are unsure of their tasks and they

draw on their 'wipe-clean' boards with the teacher unaware of their lack of involvement in the lesson. Pupils do not apply themselves to activities quickly enough as the teacher does not demonstrate high expectations of them or demand an immediate response to instructions. They are allowed to continue to talk and they avoid applying themselves to the lesson. This results in wasted time, less time for learning and unsatisfactory achievement.

16. All pupils in Years 3 to Year 6 benefit from working in smaller groups. The school employs a part-time teacher to support learning in Years 4 and 6. This additional support makes a significant contribution to the overall learning and achievement of Year 4 and younger Year 5 pupils. Pupils with special educational needs in Years 3 to 6 also have time with the part-time member of teaching staff. This supports their learning productively. The successful deployment of very effective teaching assistants ensures that pupils are competently supported, enabling them to achieve well. Teaching assistants are well briefed and work in partnership with the class teachers, special educational needs teacher and the special educational needs co-ordinator.
17. Teachers are generally committed to the national strategies for both literacy and numeracy and the implementation of them is satisfactory. The introduction of learning objectives at the start of lessons is well established, as is the review of learning at the close of lessons. This has a positive impact on learning in lessons. Some sessions, however, are overly long and have unproductive periods of time at the end. There is also a lack of attention to the development of literacy skills in other subjects and in some classes the use of photo-copied worksheets does not extend pupils' writing skills. Presentation in books is not always of a high enough standard and detracts from the improving quality of the content of pupils' work. Teachers are keen to develop ICT. They ensure skills are taught satisfactorily and lesson plans highlight some opportunities to integrate the use of ICT into other areas of the curriculum although the deployment of hardware varies from class to class. Music is taught well because teachers have good subject knowledge and this enables pupils to reach above average standards.
18. Homework is used well to support pupils' learning and has a positive impact on their achievement. It makes a contribution to a number of areas of the curriculum and is not just based on English and mathematical tasks. Assessment is secure and ensures teachers are aware of where pupils need to progress to next. Marking is, however, inconsistent. Some pupils' books have very useful comments which indicate where pupils have been successful and what they need to concentrate their efforts on to improve their standards. In others, there are just ticks with no comments at all, or comments such as 'brilliant' with no explanation as to why. This means pupils are not able to celebrate any specific improvement or detect areas requiring attention.

The curriculum

The school ensures that all pupils have a satisfactory range of learning opportunities. It provides good enrichment to widen their experiences through extra-curricular activities and a variety of visitors to the school. The school's accommodation and resources support pupils' learning satisfactorily.

Main strengths and weaknesses

- A good range of stimulating extra-curricular activities contributes to pupils' enjoyment of school, especially in music.
- The provision for pupils with special educational needs is good.
- Planning to meet the needs of mixed age classes is sound, but there is no systematic planning of the use of literacy across the curriculum to raise pupils' standards in writing.
- The school day for Years 3 to 6 is below the recommended amount and there are small pockets of unproductive time caused by some overly long sessions.
- The accommodation offers innovative use, but the deployment of computers inhibits whole-class teaching of ICT skills.

Commentary

19. Music is taught by specialist teachers to all pupils. Peripatetic teaching of brass instruments, and the opportunity for pupils to perform further, enhances it. A good range of visits, including the Years 5 and 6 residential camp in Cornwall, and visitors to the school, augment the curriculum and extend pupils' learning in a variety of ways. Links with the church are good and contribute to pupils' spirituality. Teachers give their time freely to lunch-time and after-school activities, and this contributes to pupils' zest for school. Members of the community, including a very well known children's author, also share their expertise, helping to instil a love of books and an enthusiasm for reading.
20. Pupils with special educational needs are fully included in all aspects of school life and receive good support through well-planned work delivered by an experienced special educational needs teacher and well trained, very effective teaching assistants. The recently appointed headteacher is already addressing a legacy of some uneven teaching assistant provision in some classes and for pupils with special educational needs, thus ensuring that additional focussed support is available in the areas requiring most improvement.
21. Curricular planning to meet the needs of mixed age classes is secure, though it is neither innovative, nor does it reflect curriculum development in line with the recent national strategy for Primary Schools, 'Excellence and Enjoyment'. Opportunities for cross-curricular links are not identified sufficiently and, in particular, there is no guidance on the development and use of writing skills across the curriculum and this impedes the progress of pupils in this area.
22. While the issue of the length of the school day for Years 3 to 6 is being addressed, it was noticed during the inspection that there were some unproductive pockets of time, particularly, for example, when younger pupils prepare for lunchtime. This is because session times after break are inclined to be overly long and this detracts from their productiveness in terms of pupils' ability to sustain their concentration.
23. There are computers in each classroom and two classes have interactive whiteboards that are well used for teaching. However, in the class for older pupils that is best equipped for ICT, there are only six computers, so that after an effective teaching input using the interactive whiteboard, only six pupils could practise their skills. In other classes there are even less opportunities for pupils to practise their ICT skills and this limits the amount of progress that pupils can make.

Care, guidance and support

The school makes satisfactory provision for pupil's care, welfare and health and safety. It provides them with good support, advice and guidance. Pupils are not yet fully involved in the life of the school with regard to decision making.

Main strengths and weaknesses

- The school provides a friendly and secure environment where all pupils feel equally valued.
- The school is successful in providing personal support and guidance for its pupils.
- Induction arrangements for pupils entering the reception class, although somewhat protracted, are good and are adapted to suit the specific needs of pupils.
- The school does not have a mechanism for taking into account pupils' views of school life.

Commentary

24. The headteacher has carried out, within the first weeks in school, a comprehensive health and safety audit of the premises and has initiated action to ensure that satisfactory provision has been implemented. Risk assessment procedures are in place and are now regularly updated.

The school has effective procedures for child protection and staff are aware of their responsibilities. Pupils are well supervised at lunch and break times.

25. Teachers know their pupils well and provide them with a good level of pastoral support. Staff are very supportive and sensitive to their needs, and trusting relationships between pupils and adults are good. Pupils with special educational needs are very well known to staff, are closely monitored and receive good support and guidance. The majority of parents value the comprehensive induction procedures for pupils in the reception class. Parents like the way that the school is willing to adapt the induction procedures to suit the specific needs of their children. The school is aware that some parents feel that the induction procedure is lengthy and is currently reviewing this aspect of its work.
26. There is good practice for identifying and reporting on pupils' personal development against their targets in their record of achievement. Pupils are given the opportunity to be involved in decisions on their targets and review their progress, thus helping them to be involved in monitoring and celebrating their own achievement.
27. The school does not have a systematic method for seeking the views of pupils, but, because of its caring ethos, pupils report that teachers listen to them and are encouraging and supportive of their ideas. Pupils are happy in school and show they have the confidence and independence to approach all staff to raise any queries and concerns they may have.

Partnership with parents, other schools and the community

The school has developed good links with parents, the local community and other schools. The quality of information provided to parents is good.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Annual reports on pupils' progress are good.
- There are good transfer arrangements to the secondary schools.
- The school has close links with its local church.

Commentary

28. The school has good relationships with parents. In conversations with parents during the inspection, they expressed very positive views on the school's open door policy and its ethos of working with them as an extended part of family life. Parents interviewed consider staff approachable and responsive, and value the school's approach to developing the whole person. Scrutiny of pupils' records show that there are good arrangements for regular contacts with parents on a formal bi-annual basis and, in conversation with parents, they once again expressed positive views about the informal manner in which teachers provide them with information on their children's progress. The school also provides parents with targets each term. This helps parents to be aware of how their children are achieving and also ensures the school and parents can work together to improve standards. Helpful 'Individual Education Plans' are reviewed systematically and shared with the parents.
29. There are regular newsletters on the life of the school. In the parents' meeting, some parents said they would like the school to take more advantage of their offer to help in the school, particularly in art and sport. The school has an active School Association that arranges fund raising events. The funds raised contribute significantly to enhancing the school environment and learning opportunities, for example, the adventure playground and the play area for reception class pupils.
30. The school has just begun to work with the Family Literacy and Numeracy Unit with funding provided by 'The Basic Skills Agency'. This has had a significant impact already by forging links

with parents, developing opportunities for reception-aged children's learning and promoting a common approach to raising standards in literacy and numeracy.

31. The school has developed good links with three local primary schools and the local secondary schools that pupils transfer to. This allows Year 6 pupils to feel confident and excited at the prospect that new opportunities present on their transfer to secondary education, preparing them well for the next stages in their learning.
32. The school maintains good links with its local church and services are held in the church. Assemblies are taken regularly by the local rector. This strengthens and supports pupils' personal development, especially in relation to their spirituality. The recent commissioning service for the new headteacher was attended by 40 pupils and 160 adults. In conversation with parents, they described the impact it had on strengthening the contribution the school makes to the community. Some parents expressed opinions in their correspondence to inspectors that links with the church needed further development. Evidence suggests this area is now progressing well.

LEADERSHIP AND MANAGEMENT

The leadership and management by the headteacher and senior staff are good. Leadership and management of staff with subject responsibilities are satisfactory overall. The governance of the school is satisfactory. The quality of teaching in the class for Year 4 and younger Year 5 pupils is a particular barrier to raising standards.

Main strengths and weaknesses

- The recently appointed headteacher has high aspirations and a clear vision of the way the school must develop in order to raise standards.
- The deputy headteacher makes a good contribution as a member of the senior management team and as co-ordinator for special educational needs.
- Leadership of the Foundation Stage is very good.
- The governing body is well led by a knowledgeable and supportive chair of governors.
- The induction of new staff and the contribution to teacher training are good.
- Finances are controlled and managed well.

Commentary

33. The leadership and management of the school are good overall. Although recently appointed at the time of the inspection, the headteacher has been quick to make a considerable impact on the development of the school and looks to be providing good leadership. She has a clear understanding of the strengths and weaknesses of the school and a strong commitment to raising standards, especially by improving teaching which is unsatisfactory in the class for Year 4 and younger Year 5 pupils. Aspects of the curriculum, the role of subject co-ordinators and community links are all being fostered well. She is building on the existing, well-focused, school improvement plan in order to move the school forward. She has established good relationships with staff to ensure that morale remains high, and they are fully involved with and support the process of change which is enabling standards to rise.
34. The deputy headteacher supports the headteacher well and makes a positive contribution to the school as a senior manager, co-ordinator for special educational needs and class teacher. His role has developed significantly since the appointment of the new headteacher. He is a good role model for teachers and pupils, and supports colleagues well. The good leadership and management by the headteacher and deputy headteacher are ensuring a good climate for learning, where staff work well together and where the majority of pupils are able to achieve well.

35. Leadership and management of the Foundation Stage are very good. In the short time that the co-ordinator has been at the school she has established a very good and well-balanced curriculum for the children, has ensured that teaching is very good and has developed very effective use of the teaching assistant. This is having a positive impact on standards and achievement for the reception children. The management of special educational needs is good. The co-ordinator for mathematics manages the subject well and has had opportunities to monitor and support teachers. Music is led well. However, the role of the science co-ordinators is unsatisfactory, and other co-ordinators have not yet had regular opportunities to monitor teaching and learning in their subjects and so are unable to fully evaluate areas of strength and areas for development in order to raise standards. This is similar to the judgements of the previous inspection. The headteacher has identified the role of the co-ordinators as an area for development. She is building on the established plans for monitoring and improving teaching introduced by the previous temporary headteacher, especially where it is unsatisfactory. She is focused on raising standards within effective partnerships.
36. The governing body is still developing its role and responsibilities, but ensures that all statutory requirements are met. Traditionally, governors have relied on the expertise of the headteacher to guide them and only now are beginning to develop their skills to challenge school managers, or act as a 'critical friend'. The Chair of Governors, experienced and knowledgeable, is committed to the school and gives good support. He is also chair of the finance committee and fulfils his duties well. The governors are eager to extend and improve their performance, and the performance of the school further.
37. New staff are given good support, especially by the deputy headteacher, and are inducted successfully, ensuring that they quickly become familiar with the routines and expectations of the school. The school gives good support for trainee teachers from a local initial teacher training institution.
38. The finances available to the school are used effectively and spending decisions focus on raising standards. All educational developments are costed and linked closely to the items identified on the school's improvement plan. Financial arrangements in the school are clear and are kept in good order by the school's efficient administrative officer and the finance committee of the governing body.
39. When consideration is given to the satisfactory improvements since the last inspection, the good quality of education provided, the good leadership and management, the satisfactory standards achieved and the expenditure per pupil, the school provides satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	412,563	Balance from previous year	34,209
Total expenditure	415,234	Balance carried forward to the next	31,539
Expenditure per pupil	2,805		

40. The proportion of the budget that is carried forward to the next year is appropriately allocated to retain current staffing levels in the light of an expected fall in numbers of pupils, which will see a reduction in budget.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **very good**.

Main strengths and weaknesses

- Teaching is very good.
- The teaching assistant is very effective.
- Lessons are stimulating and provide ample and appropriate opportunities for teacher directed and self-initiated tasks, thus promoting effective learning in all areas, but especially in personal, social and emotional development and speaking and listening.

Commentary

41. There are only sixteen reception children who follow the Foundation Stage curriculum. They have been in school on a full-time basis since the third week of the autumn term after a period of induction, which is being reviewed because some parents consider it is too lengthy. The attainment of groups of children who join the reception class varies from year to year. The overall attainment on entry of the present group is average. The vast majority are likely to meet, and a significant number will exceed, the early learning goals in all areas of learning because teaching is now of such a high quality that learning has noticeably improved and progress seen in children's books is very apparent. They are on course to do particularly well in their personal, social and emotional development because a great deal of attention is paid to this aspect of their learning. Some children's speaking and listening skills are underdeveloped on entry and this area is receiving an additional focus and is also proving to be particularly successful.
42. The recently appointed teacher and her very effective assistant ensure children are provided with appropriate and very well-planned activities to stimulate their learning. Their assessment of children's learning and needs is very thorough. The classroom provides a rich learning environment, with colourful displays and words and numbers for children to look at and learn from. The quality of teaching, reported in the previous inspection as being good in half of the lessons and satisfactory in the other, has improved. It is now consistently very good and is ensuring pupils learn very well, and make good and some very good progress. This ensures all pupils achieve well and this too is better than reported previously. Teaching fosters positive attitudes to learning.
43. The teacher, as Foundation Stage co-ordinator and new to the school, is committed to promoting provision further. She is working with the headteacher, who also has expertise in this area, to ensure that the high quality of work already undertaken since September is set to develop further. This is ensuring that the Foundation Stage is very well led and managed. There have been improvements to the accommodation and resources that are available to the reception children since the previous inspection. These have enhanced provision considerably. Additional classroom space has been created by refurbishing a conservatory to which children have continuous access for sand and water play. The valuable partnership with parents, who take part in 'Family Literacy and Numeracy' sessions, has enabled the conservatory to be decorated and equipped as a 'sensory room'.
44. Children's **personal, social and emotional development** is fostered well and developed to a good standard. Children are supported by both the teacher and the teaching assistant to make certain that they work and play together co-operatively. This was observed when, in pairs, they took turns to listen to one another's accounts of what they did at the weekend, questioning each other so they could report back to the teacher about what their class-mate had told them. Established routines such as these show how significant care is taken to cultivate self-confidence, interest in one another and to encourage positive attitudes to learning.

Communication, language and literacy development is a major focus for each day. This is paying dividends in supporting the acquisition of speaking, listening, reading and writing skills, which are below average for some children when they start school. The teacher places a high priority on developing children's interest in books and she concentrates on enabling them to develop pre-reading skills. Once these are established, children very quickly start to acquire their knowledge of how to use sounds to help them recognise familiar words. Children are very keen to 'have a go' at reading their well-chosen and closely monitored books. Parents are encouraged to support children with their reading. This is evident in their reading logs and has a beneficial effect on their reading fluency. Very well planned tasks such as 'puppet plays' encourage these young children to have a go at writing. For example, the teaching assistant encouraged the children to write down what one puppet had said to another during a 'play' situation, with particularly good outcomes in evidence.

45. **Mathematical development** is promoted in a good way through activities that interest and motivate the children. For example, they take part in interesting sorting games so they learn the names of shapes and can distinguish those that are cubes from those that are not cubes. Children's **knowledge and understanding of the world** is established profitably through science based activities, such as when they explored how they hear and experienced the changes to the loudness of sounds. In activities such as cooking gingerbread men, they compare materials and discover what happens when ingredients are mixed together and cooked. They found out about history by talking to a visitor dressed as a Victorian lady who showed them real objects relating to life a hundred years ago. Children have opportunities to use the computer both on their own and with adult help. They build models and visit places beyond the school. The teacher ensures children develop an awareness of the Christian faith and other beliefs. Their **creative development** is encouraged effectively. For example, children paint, use puppets, dress-up and use 'small world' toys such as farmyards to develop their imagination and creativity. They also have music lessons with a teacher who has expertise and this makes certain they learn how to keep a rhythm and handle musical instruments correctly. The school rightly places significant emphasis on nurturing children's **physical development** and efforts to improve the outside area have had a positive impact. Children climb, balance and use large equipment when they play outside in the adventure playground. There has been good improvement in this area since the previous inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing in Year 2, although improving, are still below average.
- Pupils' speaking and listening skills are above average at the end of Year 6 and a third of pupils are on course to achieve above average standards in writing.
- The development of literacy skills across the curriculum is not embedded in teachers' planning.

Commentary

46. Standards seen during the inspection in Year 2 were average in reading and speaking and listening, and below average but improving in writing. In Year 6 they were average in reading and writing, and above average in speaking and listening. This indicates improvement on the results for 2003, which were well below average by Year 2 and in the lowest five per cent nationally in Year 6. There has been a decline in test results since the previous inspection. The significant difference in the annual results can be attributed, in some part, to the relatively small number of pupils who take the tests each year and the percentage who have special educational needs, which can and does significantly effect overall results.

47. Pupils of all abilities are achieving well now in most classes because the school is focusing more closely on the quality of teaching and learning, and is using withdrawal groups with an additional teacher and very competent teaching assistants to support lower attaining pupils. This is proving to be effective. Standards are improving, although they have not reached the above average levels that can be reasonably expected based on attainment on entry to the school, because the recently introduced improvement plan has not had sufficient time to impact on standards overall and pupils are having to work hard to catch up on aspects, particularly in writing, that they missed out on developing earlier.
48. Teaching and learning are satisfactory overall. They are good in Years 1 and 2, particularly in the younger class where the newly arrived class teacher is already having a significant impact and has improved teaching and learning by raising expectations with challenging work in evidence and impressive progress in pupils' books already noticeable. Year 2 pupils do not always have sufficient teaching assistant support to help them in their lessons and this can limit the quality and quantity of their writing. However, the school has recognised this and has taken the appropriate steps to ensure that pupils are being given more focused support in this area; this is proving to be beneficial and is having an immediate impact. Teaching and learning are satisfactory overall in Years 3 to Year 6, because although the quality of lessons is usually good, teaching in the Year 4 and younger Year 5 class is not consistent or well-organised, and this results in a lack of challenge and purposeful learning for some pupils.
49. Pupils regularly read individually, both at home and at school, and there are some very able readers. The home/school contact book provides for a useful dialogue that helps pupils make progress. Pupils' writing needs similar guidance. In the class for Year 4 and younger Year 5 pupils, Year 4 pupils all had the same targets in their literacy books. It was also noted that although the literacy targets for the Year 5 pupils were different to Year 4 they were all the same. This shows that no account had been taken of individual strengths or needs. There is a greater focus on writing in the class for older Year 5 and Year 6 pupils and this makes certain that pupils are making up the ground that they lost previously. In discussion with pupils, they realised that their writing now had a purpose, whereas in the previous class they were told to write a story. About a third of Year 6 pupils are on course to reach higher levels in their writing at the end of the year, indicating better standards.
50. Many pupils are articulate and listen well, but there is no planned programme to develop their skills. For example, while teachers question pupils they often accept short answers and do not encourage development through further challenge, nor do they routinely use paired discussion. This means that there are missed opportunities to extend the use of vocabulary and ways in which to express themselves and explain their reasoning. It is examples like these, and the variation in the presentation and marking of pupils' work that make teaching overall only satisfactory.
51. The subject co-ordinator is set to be effective. She has only been in post a short time, but has already produced a detailed action plan that has a clear focus on raising standards by developing teaching and monitoring pupil progress. She has a thorough subject knowledge and very good expertise in this area. Standards are broadly as they were at the time of the last inspection, and the key issue of raising standards in writing is now being successfully addressed as plans to monitor the subject are implemented more thoroughly.

Language and literacy across the curriculum

52. The national literacy strategy has been well implemented in terms of literacy lessons, but the use of literacy has not been systematically planned into other areas of the curriculum. There are examples of written work and the use of word processing in other subjects, but writing for different purposes, in a variety of styles, is not encouraged sufficiently in other subjects and there are missed opportunities to further develop writing techniques as a result of some overuse of published photo-copied worksheets.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- The achievement of pupils is good.
- Very effective teaching assistants help pupils to learn well.
- Errors and misconceptions by pupils are not always used effectively as teaching and learning points.
- Pupils' attitudes to the subject are good.
- The use of ICT to support the subject is underdeveloped.
- The leadership and management of the co-ordinator are good.

Commentary

53. Standards by the end of Years 2 and 6 are in line with national averages. This is an improvement on the results for 2003, which were below average by Year 2 and well below average by Year 6, but a decline since the previous inspection when standards were judged to be above average by Years 2 and 6. The significant difference in the annual results can be attributed to the small number of pupils who take the tests each year and the percentage of pupils with special educational needs, which can and do affect overall results. However, the achievement of pupils is good. This is because the school is now focusing more closely on the quality of teaching and learning and is using withdrawal groups and teaching assistants well to support lower attaining pupils. This is improving their overall achievement and enabling them to make up for lost time, especially in Years 5 and 6. Pupils identified as having more ability in mathematics are also being supported well by working in an older age range class where work is of a more advanced level.
54. Teaching and learning are satisfactory overall. Changes in staff have ensured that teaching is good in Years 1 and 2. It is satisfactory overall in Years 3 to 6. Analysis of pupils' work and observations of lessons show that teaching in Year 3, and in the class for older Year 5 pupils and Year 6 is good. Pupils are challenged, which accelerates learning and leads to good achievement by Year 6. However, teaching in the Years 4 and 5 class is not consistent and results in a lack of challenge for some pupils, which delays learning. Where teaching and learning are good, teachers use pupils' questions, comments and mistakes well as teaching points in order to develop their understanding. In satisfactory lessons, these opportunities are often missed. Teachers do not always stress the mathematical vocabulary of the lesson or encourage pupils to expand on their explanations, in order to share different methods and to develop mathematical language as well as general language skills. Very effective teaching assistants are well deployed to teach or support groups of pupils in class or by withdrawing groups. They have a clear understanding of their role and support pupils very well. This means they can work on carefully prepared tasks that are matched specifically to the next steps in their learning within a supportive atmosphere, boosting their confidence and giving them additional input. The majority of teachers manage their pupils well, which results in pupils working together in lessons and wanting to learn. They co-operate well in group activities, which also contributes to their overall good achievement.
55. Work is regularly marked and corrected and, in the majority of classes, guidance is provided about where improvements can be made and individual targets set. For example, Years 5 and 6 pupils have a clear understanding of their targets and talk positively about their 'learning logs', which are also shared with parents, but this is not true in other classes, where pupils are not always aware of their targets for improvement. Although teachers often write comprehensive comments in books, they are not always written in a legible style which hinders some pupils' understanding of their next steps for learning. In lessons where the introductory sessions are

good, pupils are often encouraged to use small whiteboards to write down their answers, or number cards, which they then hold up and show to the teacher. This encourages all pupils to take part in the introduction and is a good way for teachers to quickly assess pupils' understanding. Teachers do not always use this method of engaging and assessing pupils when it is appropriate. The majority of teachers share the objectives of the lesson with the pupils so that they know what is to be learnt and why. In the Year 3 class pupils have the objectives stapled into their books so they can refer to them. However, the end of lesson recap session is not always used as an opportunity for pupils to self-assess whether they have achieved the objectives. In a good Years 1 and 2 lesson, the teacher encouraged pupils to self-assess their understanding by raising or lowering their thumbs to show if they understood the task or had achieved the objectives, and made sure pupils knew exactly what they had learnt.

56. The co-ordinator has monitored teaching and learning and gives written and oral feedback to teachers so as to improve the quality of teaching and thus raise standards. This has a direct and positive impact on teaching, learning and ultimately on standards, which are now rising. She has analysed test results to identify strengths and areas for development in the subject. The main school target for this year is to develop pupils' skills in problem solving.

Mathematics across the curriculum

57. Mathematics and numeracy are used satisfactorily across the curriculum, but opportunities are not always planned for. For example, in religious education pupils compare the measurements of Noah's Ark with modern standard measures, in design and technology pupils follow recipes to make Bangladeshi style bread, and pupils use dates to develop an understanding of chronology in history. Opportunities such as these reinforce an awareness of and use of number and problem-solving in a variety of contexts, but this is not planned for systematically and there are some missed chances to enhance learning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Test results have been below average in the recent past, but standards are now improving.
- Teaching and learning are good, and focus well on developing enquiry skills.
- Pupils are achieving well because the science taught is made relevant and interesting for them.
- Pupils in Year 2 have insufficient opportunities to develop their recording skills.
- The monitoring role of the subject co-ordinator is unsatisfactory.

Commentary

58. National test results in science at the end of Year 6 have been below average over the past four years, apart from in 2002, when they were average. The below average results of 2003 reflected the significant number of pupils with special educational needs. Forty-six per cent of pupils in this year group had identified needs and, of these, almost half had a 'statement' to ensure their needs were met. A high proportion of pupils did, however, reach standards beyond that expected. At the end of Year 2, teacher assessments show that standards were well below average and only a very small number of pupils exceeded the anticipated level. Standards are lower than those reported at the time of the last inspection.
59. In the lessons observed during the inspection, standards were average in Year 6. A scrutiny of work and teachers' planning showed standards in Year 2 to be average overall, but with missed opportunities for pupils to commit the results of their investigations to paper, thus reducing the development of their recording skills. Pupils are now making good progress in their learning because in the Year 5 and 6 class they are catching up on the ground they lost previously and

are achieving well in response to the school's focus on raising standards and concentrating on developing better teaching and learning. There is no difference between the achievement of boys and girls. Pupils with special educational needs are very effectively supported by teaching assistants who prompt pupils and help them to be successful so they achieve well.

60. Good teaching ensures work is well planned and is progressively more demanding. This is because changes in staffing arrangements have impacted on the expectations made of pupils. They are learning more and this makes certain their standards are improving. Teachers have good subject knowledge that ensures the appropriate vocabulary is encouraged. Pupils enjoy science lessons because the work is interesting and frequently based on practical investigations. Approaches to teaching and learning encourage pupils to learn co-operatively, as in Year 3 when they examined their own and each other's teeth, and in Year 6 when they worked together to identify how animals and plants are adapted to their environment. Following a short period of joint research in this lesson, they shared their findings with the rest of the class who listened with interest. The oldest pupils have a good understanding of fair testing, as was seen when a Year 6 pupil explained very clearly and confidently to an inspector how, if he did the experiment again, he would make sure he controlled the variables more carefully. The youngest pupils in Year 1 are able to offer reasons as to why sounds get louder as they get closer to them. This is directly related to very good quality teaching and thorough subject knowledge.
61. The teachers' use of ICT features regularly in lessons in the classrooms that have 'interactive whiteboards', and this makes a valuable contribution to pupils' learning. In other classes pupils do not have the same opportunities. Science work features pupils' use of ICT skills for recording and they also have access to sensors that are linked to computers. These help them to record observations of changes in, for example, their investigations into the loudness of sounds. This work develops their understanding of the fluctuations in sound well.
62. The monitoring of science is unsatisfactory and leadership is not as effective as reported previously. The co-ordinator took on her role at the beginning of the school year and as yet no monitoring of lessons or scrutiny of pupils' work to identify good practice, or specific areas requiring improvement, has taken place. Current plans to purchase a new published scheme to be used by the school are being considered but reasons for this expenditure have not been clearly substantiated or evaluated.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

63. As only one lesson that concentrated on the teaching of skills in this area was observed because of time-table arrangements, it is not possible to make an overall judgement about provision. Evidence was collected from the use made of ICT in other lessons, pupils' work and talking with pupils.
64. The available evidence, especially gathered from talking to pupils and watching them use computers in a variety of lessons, suggests that standards are likely to be satisfactory overall at the end of both Years 2 and 6. An effective programme of staff training has contributed to the use of ICT in lessons since the last inspection, but the time pupils have to practise their newly taught skills is limited by the number of computers in each classroom. In the one good example of direct teaching in a Year 6 lesson, effective use was made of the interactive whiteboard to demonstrate the use of spreadsheets. Planning was thorough and good use was made of pupils to demonstrate skills. However, after the input, although the management and organisation of pupils was good, only six pupils at a time could practise these skills, and many pupils did not have that opportunity during the lesson. This led to a less productive session than if all pupils had been able to reinforce their learning. In other classes, there are less than six computers and some are dated.
65. The co-ordinator is a good role model for others to follow. He has good subject knowledge and has produced a scheme of work that covers the programmes of study satisfactorily, but

monitoring is underdeveloped. Limited and unreliable resources sometimes prevent planned activities from taking place and therefore learning is hindered.

Information and communication technology across the curriculum

66. Some teachers plan the use of ICT effectively, but it is inconsistent across the school. For example, at the start of each morning four Year 3 pupils used a science program simulating the conditions under which tomatoes grow. In a Year 3 science lesson about teeth, the interactive whiteboard was used effectively. Year 6 pupils used the Internet to research projects and data logging equipment to record results in science. Pupils have also edited recordings made on a digital video camera. Word-processing skills are well used in English to write stories, poems and captions. Where teachers integrate the use of ICT and have the hardware and knowledge to support pupils' learning in this area there is a significant impact on pupils' achievement. In other classes, although ICT features prominently in curriculum planning the gains in knowledge are limited by the accessibility to fully operational computers.

HUMANITIES

Religious Education is reported in full below. Work in geography and history was not inspected in depth but was sampled. Evidence is drawn from discussions with pupils, an analysis of pupils' work and observation of one geography lesson. No lessons were seen in history, although a visitor from a local museum was observed talking to pupils in role as a 'Victorian lady'. It is not possible, therefore, to make an overall judgement on provision or on teaching, learning and achievement in these subjects.

67. On the evidence available through scrutiny of work from the oldest pupils, it is likely that standards in **geography** are in line with national averages by Year 6. This would be an improvement since the previous inspection, when standards were judged to be 'below the expected standard' by Year 6. The one lesson seen with Year 4 and younger Year 5 pupils was weak and this was due to the class teacher's poor management skills. The outcomes of this lesson serve to emphasise the good achievement that pupils have to make in the next class to ensure they are reaching appropriate standards. The curriculum is soundly planned and enriched by visits which make the subject interesting for pupils. For example, Year 6 pupils recalled with enjoyment their visits to Farmborough Common, the Avon Valley Country Park, a local wood and the Bluff Cove Study Centre, Cornwall.
68. Evidence suggests that standards in **history** are in line with national averages by Year 6 and have been maintained since the previous inspection. Visits and visitors are used well to enrich the subject and to make it relevant to pupils. For example, the visit by the 'Victorian lady' to the Years 1 and 2 class brought the subject to life as she was dressed for the part and used Victorian artefacts to encourage pupils to ask questions about life in a Victorian home. Pupils recall well their visits to a Roman museum and to a Tudor house museum, and speak about them with enthusiasm.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Curriculum coverage makes a good contribution to the Christian ethos of the school.
- Good links are fostered with the local church.
- Religious education plays an important part in pupils' spiritual, moral, social and cultural development.
- There are missed opportunities to further develop pupils' literacy skills.

Commentary

69. By the end of Years 2 and 6, pupils attain standards in religious education that are in line with those expected in the locally agreed syllabus. This is similar to the judgements of the previous inspection. The achievement of pupils, including those with special educational needs, is good because of the recent extra attention the school has put into developing teaching techniques. This is ensuring that pupils are catching up on some lost ground and are now making good progress, especially in the class for Years 5 and 6. By Year 6, pupils can soundly recall stories from the Christian tradition, Islam, Hinduism and Sikhism. Pupils who were interviewed talked with confidence and respect about the Christian ethos of the school, and the similarities and differences of others' beliefs and religions.
70. Teaching is good in Years 1 and 2 and ensures pupils learn well, Teaching and learning are satisfactory overall in Years 3 to 6. In the one lesson observed in the Years 5 and 6 class, teaching was good. Teachers are secure when teaching the subject, but do not always plan opportunities for pupils to record their work and write in depth about the theme or topic being studied. For example, the analysis of pupils' work showed that opportunities, especially for higher attaining pupils, were missed for writing in depth and extending their use of writing skills. By Year 2, pupils have a sound understanding of the moral themes of the stories of Jesus. For example, in a very good lesson in the reception and Year 1 class, pupils were able to recall the main points of the story of the 'Parable of the Lost Sheep' and the meaning of the story. By Year 6, pupils are beginning to develop a sense of reverence and respect for the beliefs of others. They understand the importance of festivals and celebrations, and their significance for members of particular religions. They understand how religious stories and artefacts, visits to holy places, the Bible and other holy books can help them find out about different beliefs and events. Pupils display a good understanding that there is more than one creation story. Year 6 pupils were able to recall the creation stories from Christianity, Islam and the aboriginal dreamtime.
71. The co-ordinator is very new to her role and so it is not possible to make a judgement on her leadership and management of the subject. However, she has already identified the strengths and areas for development in a very comprehensive improvement plan. Visits to the local church and the Gudwara in Bristol are used well to extend learning. Good links have been made with the parish rector, who visits classes and also leads assemblies. She makes a positive contribution to the teaching of religious education. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils because they have regular opportunities to learn about different religious beliefs and traditions as well as to develop moral values.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music is reported in full below. Only limited observations were made of physical education and no lessons were seen in art and design, or design and technology. It is not possible, therefore, to report fully on overall provision in any of these areas. Inspectors looked at examples of planning, displays of pupils' work and spoke to pupils about their work, in order to sample the school's arrangements for these areas.

72. In **art and design**, teachers' planning, photographs and displays around the school suggest that standards are in line with national expectations and similar to those found at the previous inspection. Examples of work show that a wide range of media is used in a variety of contexts. Observational drawings of flowers by Year 3 and sketches of the school buildings by Year 1 pupils show good drawing techniques. Paintings in Year 2 are vibrant and pay attention to mixing primary colours. Pupils are enthusiastic about their art work and talk animatedly about their achievements.
73. In **design and technology**, pupils study a range of materials and work on design projects using textiles, materials and food. Photographs and evidence around the school suggest a

sound coverage of the curriculum that enables pupils to learn well and achieve at least satisfactory and often better standards. Above average standards of work with resistant materials were seen in a display of model shelters in the oldest class. Banners on display in the school hall, depicting important events in the past few years, illustrate pupils' average standards when using textiles. There have been improvements to this area since the previous inspection, when standards were judged unsatisfactory at the end of Year 6. Cultural awareness is developed appropriately as pupils in Year 3 make Bangladeshi bread. Pupils' awareness of cultural differences was also described by enthusiastic pupils in Year 6. They talked about a collection of different styles of hats and their origins, and how they had made comparisons between them.

74. Two lessons of **physical education**, both dance, were seen in the class with older Year 1 and Year 2 pupils, and older Year 5 and Year 6 pupils. The teaching and pupils' learning and achievement were good. There was appropriate pace to the lessons, and due attention to the use of individual performance to demonstrate a teaching point. Standards in both lessons met average national expectations and pupils enjoyed the lessons. There is a clear scheme of work that includes swimming, and there are satisfactory resources to support it.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards are above expectations at the end of Years 2 and 6.
- Two teachers have specialist expertise and lead the subject competently.
- The additional opportunities offered to pupils are good.

Commentary

75. In music, pupils are given wide ranging experiences that develop their learning and boost their confidence in performing to an audience. This ensures they achieve well and reach above average standards at the end of both Years 2 and 6. By the time they leave the school, pupils can sing in harmony, accompanying their own compositions. They sing enthusiastically and well in assemblies and lessons, enjoying music as diverse as hymns and 'rap' music.
76. Pupils' musical capability is promoted effectively, because teachers who have subject expertise take the majority of lessons that are dedicated to developing skills such as composing. This ensures that pupils extend their musical capabilities well. From the earliest stages, good quality teaching promotes effective learning by making certain that lessons are challenging. Pupils gain a thorough awareness of pulse, rhythm and beat. They become familiar with, and confident in, reading music and understanding notation. During lessons, teachers make sure that pupils can distinguish the different instruments being played in the music they listen to, and that they also appraise different styles of music, describing their likes and dislikes and the reasons for their preferences.
77. Pupils receive additional opportunities to hear professional musicians at work. For example, a parent who is a professional musician visits the school and other visitors such as members of a 'Steel Band' play and enthuse pupils. This raises pupils' expectations, promotes a desire to learn and has a favourable impact on standards.
78. There is a very wide selection of good quality instruments in the assigned music room and extra tuition is available. Peripatetic music teachers visit the school so that pupils can learn to play brass instruments and further develop their skills, which are practised during clubs at lunch-times. A full-time member of staff takes these clubs along with a part-time member of staff, in a voluntary capacity. These clubs enable more pupils to learn the recorder and give them additional musical experiences and knowledge. Pupils have taken part in African

drumming sessions with a visiting expert, thus broadening their cultural awareness and developing skills further. Improvements have been made to pupils' musical experiences and standards since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Insufficient lessons were seen in this area to make an overall judgement about provision. Discussions with the two teachers taking responsibility for leading the area were held. This is an aspect of learning that the school is currently developing further and there is an appropriate action plan. The whole school is undertaking additional training to provide a unified approach to this aspect of its work. The basis of this work lies within the 'Schools for Health' project. There is an appropriate emphasis placed on sex and relationships information, and drugs and alcohol education. Pupils attend a centre in Bristol to develop their life skills. These sessions are then followed up with additional work at home and school. Pupils receive certificates to celebrate their achievements in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	4
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	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).