

# **INSPECTION REPORT**

## **MARKSBURY CE PRIMARY SCHOOL**

Marksbury, Bath

LEA area: Bath and North East Somerset

Unique reference number: 109199

Headteacher: Mrs Lucy Taylor

Lead inspector: Ian Nelson

Dates of inspection: 15–17 March 2004

Inspection number: 256850

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:	71
School address:	Marksbury Bath
Postcode:	BA2 9HS
Telephone number:	01761 470628
Fax number:	01761 470628
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Carole Allen Smith
Date of previous inspection:	06 July 1998

## CHARACTERISTICS OF THE SCHOOL

Number on roll	71 (Smaller than most schools)
Pupils entitled to free school meals	2.8% (Well below average)
Pupils whose mother tongue is not English	0.0%
Pupils on the register of special educational needs	8.4% (Well below average)

Awards include:

- Healthy Schools award 2002
- Investors in People 2003
- Bath and North East Somerset Best Play award 2003
- Community links award 2003.

This is a small voluntary controlled Church of England school serving a number of small rural communities between Bath and Bristol. The area includes a mixture of people who commute to work in neighbouring towns and cities, as well as those who work in more traditional rural occupations in the locality. The school has very close links with the village church and prides itself on being at the heart of the local community. The number of pupils fell from 1999 to 2002 when it started rising again. It works closely with the local cluster of schools and with the local playgroup and nursery. Ten pupils joined the school and one left during the last school year. Attainment on entry to school is currently above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2220	Ian Nelson	Lead inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Physical education
9761	Jan Barber	Lay inspector	
19765	Pauleen Shannon	Team inspector	English The Foundation Stage Special educational needs Geography History Religious education

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Leadership is good with a clear commitment to school improvement. While management is satisfactory overall the drive for improvement and innovation has led to some subjects not getting enough lesson time. Teaching is consistently good so that standards in English, mathematics and science are above average currently at Year 6 and most pupils achieve well. Pupils are keen to learn and behave well in lessons and around the school because staff set high standards of behaviour and relationships. Parents, pupils and the local community value the school highly. It provides good value for money.

The school's main strengths and weaknesses are:

- All those with a leadership role share the headteacher's vision for the future of the school and have a clear commitment to school improvement.
- Teaching is consistently good across the school so that achievement in English, mathematics and science is good.
- The very caring ethos of the school ensures that all pupils are very well looked after, and all are fully included in all activities so that they have positive attitudes to learning, behave very well and have very good relationships with each other and with the adults with whom they work.
- Teachers and learning assistants give good support to pupils with special educational needs so that they achieve well in lessons.
- The Foundation Stage is well run so that children get a good start to their school careers.
- The school works closely with parents and the local communities it serves and is highly thought of.
- The school does not give enough time or emphasis to information and communication technology (ICT) or art and design and does not teach all the aspects of art that it should in order to comply with National Curriculum requirements.
- A small number of pupils in each year group make satisfactory, rather than good, progress.

Improvement since the last inspection has been good. The school has tackled the key issues successfully. It has also improved the teaching quality and the learning resources, including those for ICT. Attainment is better in mathematics and science. The building has been extended and refurbished and the playground remodelled. However, provision for art and design is inadequate and ICT is not used effectively enough in other subjects.

### 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	C	C
mathematics	E	A	C	C
science	E	B	D	D

*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 is good.** Standards have fluctuated over the years, which is not uncommon in small schools where each pupil counts as a large percentage of a year group. In the national tests for eleven-year-olds in 2003 standards were average in English and mathematics and below average in science compared with all schools and with similar schools. These pupils achieved satisfactorily overall. The school achieved its target for the numbers reaching the expected levels in English but missed it in mathematics. It has set challenging targets for 2004. In the 2003 tests for seven-year-olds standards were well below average in reading and mathematics and average in writing

compared with all schools. Compared with similar schools, standards were well below average in all three subjects. The standards of work seen during the inspection show standards to be broadly average in English and mathematics and above average in science at Year 2. At Year 6 standards are currently above average in all three subjects. Most pupils, including those with special educational needs achieve well overall, although a small number could make faster progress.

Pupils' attitudes are good overall. Pupils' behaviour is very good throughout the school both during lessons and at playtime. Attendance is broadly average and punctuality is good. **Pupils' spiritual, moral and social development are very good. Cultural development is good.**

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching, learning and assessment are good overall.**

Teaching is consistently good throughout the school. Teachers provide practical activities that interest pupils. The small class and group sizes and flexible teaching arrangements mean that pupils get a lot of individual attention and learn well. Teachers do not plan for, and use, computers as a regular part of most lessons. The curriculum, while having some significant strengths, is unsatisfactory because it does not fully comply with National Curriculum requirements in art and design, or give enough time to ICT. The pupils' care, welfare, health and safety are very good throughout the school. The school provides them with good support, advice and guidance and involves them well in its work and development. The school works very well in partnership with parents and with the community and has good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The work of the governors is good and they do all they can to fulfil their statutory requirements, although art and design is not fully taught in line with National Curriculum requirements. Leadership is good with a clear, shared vision of a school committed to continuous improvement and at the centre of the community it serves. Management is satisfactory. Day-to-day management is very good and there are some good systems for checking the quality of teaching and learning in English and mathematics. However, self-evaluation is rather more enthusiastic and optimistic than accurate.

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

Parents and pupils think highly of the school. They express very positive views and there are no significant concerns or areas of improvement identified by either parents or pupils.

## **IMPROVEMENTS NEEDED**

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

- Ensure that enough time is given to ICT and to art and design.
- Identify and support pupils making satisfactory progress who could, with a little encouragement, make good progress.

and, to meet statutory requirements:

- Ensure that all elements of art and design are taught throughout the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good overall. Standards of work seen in these subjects at Year 6 are above average. Children enter school currently with above average attainment and are making good progress. Pupils with special educational needs (SEN) achieve well in lessons.

#### Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science and standards at Year 6 are above average.
- Standards in science are above average at Year 2.
- Pupils with special educational needs are well supported and achieve well.
- A small number of pupils could make faster progress with extra encouragement and targeted support.

#### Commentary

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

Standards in:	School results	National results
reading	13.9 (14.1)	15.7 (15.8)
writing	14.5 (14.8)	14.6 (14.4)
mathematics	15.0 (17.9)	16.3 (16.5)

*There were 11 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	27.0 (27.6)	26.8 (27.0)
mathematics	27.0 (28.8)	26.8 (26.7)
science	28.4 (29.4)	28.6 (28.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

1. Attainment on entry to school currently is above average. Children achieve well in the Foundation Stage and most are on track to exceed the targets expected of five-year-olds by the time they enter Year 1. This is an improvement since the last inspection when progress and attainment were said to be satisfactory. The good emphasis on children's personal, social and emotional development helps them to settle quickly into school routines and they enjoy their lessons. Children concentrate well on tasks, whether teacher-led or self-chosen, and they get on well together when sharing equipment and materials. They also make good progress in their reading, writing and mathematics because of the good teaching of basic skills in these areas.
2. The previous inspection found that nearly half of the lessons observed in Reception, and a quarter in Years 1 and 2 were unsatisfactory, and the school has gone through an unsettled period since then, including some significant staff changes. This is likely to have had some impact on achievement and standards of older pupils in recent years as they will not have had



the good start to school enjoyed currently by the Foundation Stage children. Standards in the national tests for pupils at Year 2 and Year 6 have fluctuated over recent years from well

below to well above average. Such fluctuations are partly due to the small size of each year group where an individual may account for ten or twenty per cent of the total taking the test, so that a single pupil under-achieving could result in a significant drop in overall standards.

3. In the 2003 tests for seven-year-olds standards were well below average in reading and mathematics and average in writing compared with all schools. Very few pupils gained the higher than expected Level 3 in the reading and writing tests. In mathematics the proportion reaching that level was broadly average. Standards in the teachers' assessments in science in 2003 were well above average. Currently, standards of work seen in English and mathematics at Year 2 are broadly average and in science they are above average. This is a marked improvement since last year's test results. Although girls have done better than boys in the national tests over recent years there were no significant differences in achievement by either gender in the work seen during the inspection.
4. In the 2003 national tests for eleven-year-olds standards were average in English and mathematics and below average in science compared with all schools and with similar schools. The proportions gaining the higher than expected Level 5 in 2003 were average in English and mathematics and below average in science. The school's assessment information shows that the progress made by the Year 6 pupils in 2003 was broadly satisfactory. The school reached its target for pupils gaining the expected Level 4 or above in English but missed it in mathematics. The targets for pupils gaining the higher than expected Level 5 were missed in both subjects. The school has set challenging but achievable targets for the 2004 national tests based on pupils' performance so far.
5. Standards of work seen in Year 6 during the inspection were above average in English, mathematics and science, showing a marked improvement on recent results in the national tests. Most pupils are achieving well, thanks to consistently good teaching. A small number in each year group make satisfactory, rather than good, progress however and could, with extra support and encouragement, attain a higher level in the national tests. Given the size of the school, a single pupil gaining a higher level in the tests would impact significantly on the comparisons with national averages and with similar schools. Pupils with special needs achieve well with their targets. Their work shows that some pupils achieve very well. In Year 2 and Year 6 a small number of pupils with special educational needs remain below average in their literacy and numeracy skills.
6. Very little work was seen in information and communication technology (ICT). Where it was seen it was broadly average at Year 2 and at Year 6. In religious education (RE) most pupils meet the expectations of the local authority's agreed syllabus with some exceeding it at Year 6, although some of the more able could achieve more if they were encouraged to undertake their own research. The small amount of work seen in history and geography was broadly average. The pupils' work in art was broadly average but their knowledge of art and artists by Year 6 is well below average. There was not enough evidence to be able to make judgements on standards or achievement in design and technology, music and physical education, except for swimming where pupils achieve well and reach standards beyond those expected by Year 6.

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

Pupils' attitudes are good overall. Pupils' behaviour is very good throughout the school both during lessons and at playtime. Other aspects of their personal development, including their spiritual, moral and social development are also very good. Cultural development is good. There has been good improvement in these aspects since the last inspection. Attendance is broadly in line with the national average and punctuality is good.

## **Main strengths and weaknesses**

- Pupils' attitudes to work are positive.
- Most pupils' behaviour in lessons and around the school is very good.
- Staff praise pupils and ensure that many opportunities exist to help build their self-esteem and confidence.
- Pupils are keen to come to school.
- Pupils are given some good opportunities to take responsibility – one representative of each year group serves on the pupils' council and older pupils look after the younger ones.
- The school makes very good provision for pupils' spiritual, moral and social development.

### **Commentary**

7. Pupils' attitudes to learning are good and have a positive impact on their progress. Most pupils enjoy coming to school and listen carefully to teachers, though some of the older ones need reminding of the school's expectations in this respect at times. Most respond enthusiastically and show keen interest and motivation in working through the tasks set for the lessons and are eager to try to work independently. Children under five settle quickly into the routines of school life and show positive attitudes towards their learning. Throughout the school pupils with special educational needs have a positive attitude to their work. This is evident when they are working in small groups, or individually, with the teaching support assistants.
8. The school is an orderly and safe community and the behaviour of most pupils is very good. Strategies are in place for promoting good behaviour and pupils respond very well to the school's caring ethos. Pupils work in an environment free from oppressive behaviour such as racism and sexism.
9. Relationships are very good. Pupils are courteous towards staff, each other and visitors. They show respect for one another's views and beliefs and are generally caring towards each other. Most pupils are keen to work together both in the classroom and in other aspects of school life. They co-operate well with one another and are frequently supportive of one another's efforts. The teacher's knowledge of the differing needs of pupils and their families is very detailed and helps to build relationships and to provide support for children, especially during circle time, when pupils discuss issues they feel are important.
10. Pupils respond positively to the opportunities to take initiative and show responsibility. For example, they participate in the pupils' council and in the paired swimming and reading activities designed to help younger children settle into school well. The pupils were involved in turning the old pond area into a peace garden, an idea initiated by the pupils' council. This is a carefully designed area with engraved paving slabs featuring creation pictures. The teachers foster the development of pupils' personal and social skills by inviting them to consider and reflect positively on the effects of their behaviour and actions.
11. Pupils' spiritual development is very good through opportunities for reflection included in RE lessons and assemblies. The pupils show respect for others, learn about the world's major religions and eagerly answer questions. Circle times and personal, health and social education (PHSE) lessons, provide opportunities for pupils to talk about their own personal feelings and share these with others.
12. Pupils' moral development is very good throughout the school. Pupils are able to distinguish right from wrong, caring for and responding positively to each other in their daily lives. All staff know the pupils well and they treat them in a consistent way by encouraging pupils to consider the consequences of their actions towards others and to help individuals feel included in all aspects of school life.
13. Pupils' social development is very good. Pupils are friendly and polite to each other and to visitors. Boys and girls of different ages mix comfortably both in the classrooms and at

playtime. The style of teaching in many lessons supports the development of social skills and pupils are encouraged to take responsibility for their actions and work together amicably. The school has introduced a pupils' council with representatives from each year group, to enable pupils to take more responsibility for their school environment. Pupils are encouraged to be independent and to work together. The school provides many opportunities for pupils to participate in a variety of after-school and lunch time activities, several run either by voluntary helpers from the community or by professionals employed by the school, and these activities help in developing pupils' social skills.

14. Pupils' cultural development is good. The school organises various educational visits and visitors to promote this, including visiting authors. One parent came in to talk about Scotland when the class were reading about *Katie Morag*. Within the curriculum, pupils gain an insight into their own cultural heritage in history, learn about other countries in geography and explore other cultures in religious education and music. The school prepares pupils for life in a multi-cultural world very well and recent visitors have included African musicians and dancers and Indian storytellers. However, pupils do not learn about the work of famous artists or crafts people in any planned or systematic way.
15. The level of attendance is broadly in line with the national average. The pupils are keen to come to school, and unauthorised absence is minimal. The school follows up any concerns over attendance or lateness. Parents are aware of their responsibilities in telephoning the school to explain that a pupil is absent. Pupils are punctual and the registers are completed in accordance with statutory requirements.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.1
National data	5.4	National data	0.4

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

## Exclusions

There were no exclusions in the year prior to the inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching, learning and assessment are good overall. The curriculum, while having some significant strengths, is unsatisfactory because it does not fully comply with National Curriculum requirements in art and design, or give enough time to ICT. The care, guidance and support of pupils are good. Links with parents and local community are very good.

## Teaching and learning

Teaching, learning and assessment are good overall. The small class and group sizes and flexible teaching arrangements mean that pupils get a lot of individual attention. Teachers do not plan for, and use, computers as a regular part of most lessons.

## Main strengths and weaknesses

- Teaching is consistently good throughout the school.
- Teachers provide interesting, practical activities that pupils enjoy.
- Flexible arrangements mean that pupils are taught in very small groups at times.
- Teaching assistants support pupils, including those with SEN, effectively so they achieve well.
- Systems for checking how well pupils are doing are good.
- Not enough use made of ICT across all subjects.

## Commentary

### Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	21	2	0	0	0

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

16. Teaching is consistently good throughout the school. This is an improvement since the last inspection. At Foundation Stage the teacher provides a good range of activities, with an appropriate balance between teacher-directed tasks and self-chosen ones. There is a good emphasis on children's personal, social and emotional development so that they settle quickly into school routines. This is helped by the close links with the local playgroup that visits school regularly, making use of the facilities while the reception children are out swimming. Flexible staffing arrangements mean that, for parts of the day, the reception children are taught separately and for other parts they are joined by Year 1 pupils. This has the benefit of enabling some of the Year 1 pupils to access reception activities and reception children to work alongside Year 1 pupils on National Curriculum activities where this is appropriate. Teaching assistants make an effective contribution, working closely alongside teaching staff, so that all children are well supported. All staff expect children to behave well and to work hard and they respond well. They enjoy their activities and concentrate well on the tasks they are given to do. Consequently children achieve well and make good progress. Teaching is much improved since the last inspection when it was criticised as being unsatisfactory.
17. In Years 1 to 6 teaching is also good. Classes are small and flexible teaching arrangements mean that Year 6 pupils can be taught as a separate, very small group for literacy and numeracy sessions, and for some other sessions each week. This ensures that the most able can be given tasks that really make them think, as in mathematics when a group of six tackled some difficult problems in a half hour session. Staff expect good behaviour and hard work and, in the main, pupils respond well, although some of the oldest ones need reminding about not calling out and interrupting each other in discussions. The younger pupils behave very well all the time and are very keen to get on with their work.
18. Teachers use resources well to support the practical activities they set for pupils. In science, for example, much of the learning is through practical investigations with small groups working together, with plenty of equipment and materials. In mathematics, pupils in Year 2 and 3 make good use of cubes, fraction pieces, and occasionally computers, to consolidate their learning in basic number facts. In general, however, teachers do not use computers enough in most subjects to help to consolidate ICT skills through other subjects. Teachers make effective links between literacy, numeracy and other subjects.
19. Teachers make good use of the correct subject specific vocabulary in lessons to encourage pupils to learn, and to use it appropriately. Teaching assistants make a significant contribution to pupils' learning, particularly in the younger classes. They provide good support for pupils with special educational needs to ensure that they make good progress and achieve well.

Teachers create very good opportunities for pupils to work together in small groups on a common task, such as a science investigation, which enhances their social development. They do not create enough opportunities yet for older pupils to take responsibility for their own learning by getting them to plan, conduct and evaluate their own investigations in science, mathematics, history or geography.

20. The school has good assessment systems, particularly for English and mathematics. These include a combination of formal tests, ongoing teacher assessments and some self-evaluation of their own progress by the pupils. The results of assessments are used to set targets in English and mathematics. In other subjects there are also some good systems, including guidance on checking work against National Curriculum levels, and portfolios of examples of work at each level, though these are not used as effectively as in English and mathematics. The school uses these systems to track pupils' progress through the school, though more could be done to identify those making satisfactory progress who, with a little extra support, could be helped to make good progress and attain higher standards.

### **The curriculum**

The curriculum, while having some significant strengths, is unsatisfactory because it does not fully comply with National Curriculum requirements in art and design, or give enough time to ICT. There are good opportunities for enrichment, but it is not sufficiently broad and balanced. Accommodation and resources are good.

### **Main strengths and weaknesses**

- The school provides good opportunities for enriching the curriculum.
- The school does not give enough time or emphasis to ICT or art and design.
- Children in the reception class get a good start with their learning.
- The school works hard to include all pupils.
- Personal, social and health education are well promoted.
- Accommodation and resources are used well to support learning.

### **Commentary**

21. The curriculum is unsatisfactory because it does not cover all the aspects of art and design required by the National Curriculum, or give enough emphasis to ICT, particularly in other subjects. It meets statutory requirements in all subjects except for art. However, it has some significant strengths. Pupils experience a wide range of additional enrichment activities, including regular trips out and visitors to school. The youngest children benefit from an art club and a gym club. All pupils have weekly German lessons. Older pupils have a residential experience. There is a good range of clubs in different subjects. There are regular opportunities for pupils to participate in sports, music and arts activities. Good use is made of sport and music specialists.
22. All pupils have swimming lessons, resulting in high standards. Strategies for literacy and numeracy are well used by teachers. A topic approach has been introduced as part of the school's target to 'enhance creativity throughout the school'. Subjects are taught through whole-school topics and regular special interest weeks. Lessons have also been introduced to help extend pupils' concentration skills, with some pupils also participating in *Tai Chi*.
23. The curriculum caters appropriately for the needs of the different groups in the mixed age classes. The drive to improve standards through providing more time for literacy is effective and is helping to raise standards. However, it has led to an imbalance in the time for ICT and art and design. Weaknesses identified at the time of the previous inspection in relation to the curriculum have been fully addressed.

24. Staff work hard to include all pupils in all activities, whatever their ability, disability, gender, cultural or social background. A register is kept of pupils with particular talents. Provision in the Foundation Stage is good. Children are helped to develop the necessary social skills to learn together. Provision for children with special educational needs is good and ensures they achieve well. Occasionally pupils miss parts of other lessons when receiving additional support for literacy and numeracy skills.
25. The school provides effectively for personal, social and health education and has achieved the *Healthy Schools* award. Pupils are encouraged to value each other and their school, and to develop an understanding of the wider world. Pupils are well prepared for later stages of education.
26. Accommodation, staffing and resources are good. There have been significant improvements to the building since the time of the previous inspection. While staff make creative use of the space they have, reading areas within classes are not as stimulating as they might be. Very good use is made of the outside area. As a result the school has received a *Best Play* award for valuing play. The school leases grounds so that pupils can play sports. There is a good range of resources to support subjects, with a library in regular use. While there is no information technology suite, pupils have access to computers and laptops. The school has a disability access plan to make the school fully accessible.

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

Provision for pupils' care, welfare, health and safety are very good throughout the school. The school provides them with good support, advice and guidance and involves them well in its work and development. There has been good improvement in this area since the last inspection.

### **Main strengths and weaknesses**

- The school's caring ethos ensures that pupils' care, welfare, health and safety are high priorities.
- Pupils' trust of adults in the school to provide personal support is high.
- Staff know the pupils very well.
- Arrangements to settle new pupils are very good.
- Adults working in the school are very good role models for pupils.
- Pupils are involved in decision-making through the pupils' council and in class discussions.

### **Commentary**

27. The support and guidance for pupils are strengths of the school. There are many very good features in the way pupils' well-being, general care and safety are promoted, whatever their ability, disability, age, gender or social or cultural background. All the staff members know the pupils very well and respond appropriately when a pupil needs help and advice. All staff apply the school's behaviour policy consistently and have high expectations of the pupils that result in very good behaviour overall. Playtimes and lunchtimes are pleasant and well-supervised.
28. The school's procedures for monitoring and promoting academic progress are good, and consistent throughout the school. Pupils are consulted and their opinions valued. They initiated and designed the peace garden, which is an oasis of tranquillity for those who want a quiet time.
29. The school has good systems for identifying, assessing and supporting pupils with learning difficulties. The targets in the pupils' education plans are written in consultation with the class teachers. They are specific, suitably challenging yet realistic. There are good arrangements in place when pupils enter or leave the school.

30. Foundation Stage children enjoy a smooth start to school through the very good liaison with the local playgroup and nursery school. Children from the local nursery school often use the outside play equipment. There are very good practices for getting to know the children and their parents before they start school and for supporting them throughout their time at the school.
31. The caring staff and a wide range of sound policies enable pupils to receive very good support and guidance and to learn in a happy and safe environment. Teachers know their pupils well and the school's positive ethos enables teaching and learning to flourish. Procedures for monitoring discipline and promoting good behaviour are very good. The behaviour policy is effective and pupils understand and appreciate the standards of behaviour expected from them.
32. There are effective health and safety procedures to ensure that the school is a safe and secure place for the pupils and staff. Thorough maintenance and vigilant caretaking ensure that the buildings and equipment are safe. There are very good first aid and medical procedures which are conducive to the well being of pupils in all situations. Procedures for dealing with accidents are well known to pupils and staff, and several members of staff have undergone training in first aid.
33. The headteacher is the designated person with responsibility for child protection and is well trained and informed. Clear guidance exists for all staff and there is an ongoing programme of training to ensure knowledge is updated.

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

The school works very well in partnership with parents and the community. Communications between parents and the school are very good and parents think highly of the school. There are positive links with the local secondary school ensuring a smooth transition when pupils transfer. There has been a good improvement in this aspect since the last inspection.

### **Main strengths and weaknesses**

- Procedures to ensure satisfaction of parents are very good.
- The local community thinks highly of the school and appreciates its involvement in local events.
- The Parent Teacher Association is very supportive.
- Parents are encouraged to be involved with the school.
- There are good academic and pastoral links with the local schools.

### **Commentary**

34. The quality of information provided for parents is very good overall. There is a good 'open door' policy and parents feel able to contact the school with their concerns, which are dealt with quickly and effectively. Newsletters to parents are frequent and informative. They tell parents about events and issues and celebrate the school's successes. The parents of new pupils are well informed through the useful prospectus and through meetings and personal interviews. The school emphasises the importance of working with parents and encouraging them to participate in their children's education.
35. The parents' involvement in pupils' learning is good and the parents form an effective partnership with the school, especially with homework, which is regularly given and marked carefully. Parents are invited to some assemblies, several services, concerts and open evenings. Parents are consulted about issues affecting the school and their opinions are taken into account.

36. The school works in partnership with the parents of pupils with special needs. Information is shared on a regular basis. Parents are invited to attend review meetings and their views are valued and acted on. Pupils' targets are sent home, with suggestions for how parents can further help their children.
37. Effective induction procedures are carefully planned. The school forges particularly good links with the local playgroup and nursery. Planned induction days and invitations to the annual Teddy Bears' Picnic ensure that new entrants see the school as a familiar, friendly place.
38. The school enjoys very good links with the community and these enrich the curriculum and make good contributions to the pupils' attainment and personal development. Every opportunity is taken to broaden children's learning. When a recycling project resulted in making life-size figures of Scrap People, pupils suggested the Scrapman and Scrapwoman should get married. The local Rector arranged a simplified wedding ceremony, much to the enjoyment of pupils, staff, governors and visitors. This was subsequently followed some time later with the baptism of Scrapbaby.
39. Local residents are invited to both school and parents' association functions and several members of the community help out in a voluntary capacity, particularly with reading, swimming and running the lunchtime art club. Pupils are involved in an annual drama and music concert in conjunction with the local church, which is very successful. Groups of pupils also sing to the residents at a nearby nursing home. The school maximises the benefits of its countryside location by taking pupils on regular nature walks and by membership of the Farmlink project, the latter including a group of pupils watching cider making. Wider community links include regular weekly swimming sessions at Keynsham Leisure Centre and trips to the historic cities of Bath and Bristol. Pupils in Years 5 and 6 benefit from a five-day residential camp.
40. There is a flourishing Parent Teacher Association which raises substantial sums of money for school projects. Recently it raised money for all-weather surfacing and carefully chosen, much-used outdoor play equipment for the playground. This successfully maximises the use of the limited space available.
41. Pupils' awareness of citizenship is raised through involvement in charities and they supported Send-a Cow, Food Aid, British Heart Foundation and the Macmillan Coffee Morning Appeal. Links with local schools are good and good liaison with the local secondary school to which most pupils transfer, aids the smooth transition of pupils into secondary education.

## **LEADERSHIP AND MANAGEMENT**

Overall leadership, management and governance are good. The school is well led and management is satisfactory.

### **Main strengths and weaknesses**

- The enthusiasm & commitment of all those with leadership roles.
- The shared commitment to raising standards in English, mathematics and scienc.
- Leadership has the support of all those associated with the school.
- There is a good governing body that understands the school and its community.
- There are some effective systems for analysing school performance.
- Self-evaluation is not as rigorous and analytical as it might be.
- The impact of some management decisions have not been thought through in enough depth.



## Commentary

42. The work of the governing body is good. Governors are fully committed to the school and to its Christian ethos. They do their best to fulfil their statutory obligations, although they have not been vigilant enough to check that art and design fully complies with National Curriculum requirements. Governors have a clear understanding of the statistical information they receive on how well the school is doing. They also appreciate the difficulty of making sense of such information given such a small school where standards can fluctuate from year to year depending on individual pupils. They use such information with care to identify priorities for improvement. They seek regular reports on the how the school is doing and are fully involved in school development planning. They make regular visits to see the work of the school and how well it is performing. Governors have a good committee structure to ensure that they work effectively and efficiently. They understand, and apply, the principles of best value and know that good value for money can be checked by the impact of a purchase on standards and achievement. They monitor the budget regularly and have all the proper procedures in place to ensure that funds are used appropriately for their designated purposes. The carry forward in the budget is above average to cushion against the possibility of losing pupils through families moving from the area. A family with three children in school, for example, would reduce such a small school by nearly five percent of its total roll with a consequent impact on its budget. The governors do not yet compare their spending with that of similar schools.
43. Leadership is good. All those with a leadership role share the headteacher's vision for the future of the school and her commitment to continuous school improvement. There is a clear commitment to a Christian school at the heart of its community that is much appreciated by parents, pupils and the wider community. All of the staff have worked hard to support the headteacher in her drive to improve standards in English, mathematics and science and there are signs that this commitment is being rewarded in that current standards are above average in all three subjects at Year 6. There is also a shared commitment to the personal development of all pupils. This leads to very good provision for their spiritual, moral, and social development and to the good behaviour and positive attitudes among pupils. It is also shown in the very good relationships throughout the school and the enthusiasm older pupils show when given responsibilities for younger ones or taking roles on the pupils' council. This all leads to a very good ethos of mutual care and respect and to the headteacher enjoying the full support and confidence of all those associated with the school. However, having focused on developing and improving English, mathematics and science the school has not been as effective in other subjects and improvement in ICT and art and design has not been good enough.
44. Management is satisfactory overall. The school has addressed the criticism from last time about long term strategic planning and has developed a secure school development plan, with clear priorities for the future. All staff are fully aware of their management functions and are committed to carrying them out as effectively as they can. They recognise their own development needs and take steps to address them. Performance management is fully in place and linked closely to whole school development planning and to staff's continuing professional development needs. The school has good induction procedures for new staff, who feel well supported. School performance information is analysed to see where resources are needed for the maximum benefit but not all subject co-ordinators are aware of the rationale behind their subject's budget allocation or how this is arrived at. Day-to-day management is very good with non-teaching staff, including the school secretary, mid-day supervisors and cleaning staff playing a key role in ensuring that the school operates as smoothly as it does.
45. The management of special educational needs by the headteacher is good. She gives clear leadership and liaises with external agencies as necessary. She discusses pupils' progress with the teachers and support staff. The governing body has a disability plan in place.

46. While there are some distinct strengths in the management of the school there are also some weaknesses. Self-evaluation is rather more optimistic and enthusiastic than accurate in some areas. There has not been a clear enough understanding of the logical links between aspects of provision like leadership, management, teaching and curriculum on outcomes like standards and achievement. Not all new ideas have been thoroughly enough thought through before being introduced, like the move to a topic based approach to learning. While this has much to commend it, the way it has been introduced has led to some subjects, like art, almost losing their own identity and merely servicing others like history or RE. Monitoring of teaching, learning and standards is quite thorough in English and mathematics but is not as rigorous in other subjects like ICT. Overall, however, the school provides good value for money.

## Financial information

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

Income and expenditure (£)	
Total income	229,026
Total expenditure	246,889
Expenditure per pupil	4,184

Balances (£)	
Balance from previous year	44,884
Balance carried forward to the next	27020

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is **good**. Children are taught well and as a result achieve well with their learning. They settle in very quickly and work from an interesting, topic-led curriculum. This is an improvement from the previous inspection when provision and progress were satisfactory.

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

- Teaching is good so children work hard and achieve well.
- Induction arrangements are very good; therefore, children settle easily.
- Both staff work very well as a team.
- Children's personal and social skills are very well developed.
- The Foundation Stage is well led and managed.

#### **Commentary**

47. Admission arrangements are very effective and ensure children settle easily. Parents are very pleased with how well children settle. There are very good links with the playgroup and nursery. This helps staff know pupils' needs before they start. Both staff quickly help children establish routines. Parents' contributions are valued and welcomed. The activities planned cater well for the mixed age class of Year 1 and reception children. Detailed ongoing assessments are kept, which ensures that the work is well matched to the children's individual needs. There are no children with special needs. Very able children are well catered for in the mixed age class.
48. The management of the Foundation Stage is good. A strength is the team work between the teacher and learning assistant, which is excellent. Both know the children's needs very well. They teach the curriculum in a way that makes the best use of time and resources for the benefit of both the reception and Year 1 children. Accommodation and resources are good. The staff provide an interesting range of activities both indoors and outside.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Achievement is very good because teaching and learning are focused on promoting children's confidence and independence.

#### **Commentary**

49. Teaching is very good and as a result children make very good progress and achieve very well in their social development. Most children are on course to exceed their early learning goals by the end of their reception year.
50. Many children enter with skills above expectation, with a range of ability and experience. Reception staff establish secure routines so that children feel safe and confident. The staff are very caring and use every opportunity to praise children's independence. As a result, many children work successfully both alone and in small groups. Staff have high expectations of children's behaviour. Children understand the reward system. They enjoy putting sunshine pictures by their names to show they are working and behaving well. When children do not do as expected they are dealt with firmly and fairly. Children respond very well to this and their

behaviour and attitudes to school are very good. Older children play with reception children, which gives them confidence. Reception children enjoy school. They are eager to start the day and learn.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Achievement is good because teaching and learning develop children's skills through interesting lessons.
- The teacher and support staff take every opportunity to develop the children's language skills.
- There is no comfortable seating area for children to sit and read.

### **Commentary**

51. Many children enter with skills above expectation in their ability to express their ideas. Most children are on course to exceed all their learning goals by the end of the year.
52. Children listen well and enjoy sharing their ideas. The sessions planned to develop pupils' concentration skills are very effective. Even the youngest children sit with their eyes closed, visualise a garden and talk about what they are imagining. Both staff encourage less confident children to talk in sentences, and more fluent communicators to extend their vocabulary. They ask children questions and give them time to choose the vocabulary they need. Very good relationships between the children and adults mean that children gain confidence rapidly. They know that the adults are genuinely interested in what they are saying.
53. The teacher consistently establishes good reading habits. She helps children enjoy books by using appealing stories with familiar characters such as 'Goldilocks and the Three Bears'. She introduces interesting and humorous books such as *Elmer and the Wind* through tapes and discussion, in a lively way. While a good range of books is available, there is no attractive seating area for children just to sit and look at books. As a result, when children have choice time, few children actively choose to look at a book.
54. Writing skills are well taught. Daily opportunities are provided for children to write for a range of purposes. They have regular opportunities to practise their handwriting skills. Children are encouraged to record ideas. They know that the staff value their efforts to write and are keen to share their work. Most form their letters correctly and fluently.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Achievement is good because of the emphasis on a practical curriculum.
- There is a good balance between structured activities and learning through play and informal experiences.

## Commentary

55. Many children enter with skills above expectation. Most children enter reception having had a range of mathematical experiences in nursery and playgroup. This area is well taught, with a focus on first hand practical activities and attractive resources. Most children are on course to exceed their learning goals by the end of their reception year.
56. Reception staff take every opportunity to reinforce and extend children's mathematical skills. For example, children daily take an active role in counting numbers for the register. Number awareness is often promoted through counting games and familiar number rhymes such as *Five current buns*. The teacher provides reception children with opportunities to learn separately from the older Year 1 pupils so that the delivery is appropriate to their learning needs. Water and sand are available. The balance between structured learning and informal exploration prepares them well for future learning.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children achieve well because there is a focus on developing children's skills through a practical curriculum.
- There is no investigation area set up for children to explore informally.

## Commentary

57. Children enter reception with differing levels of knowledge and understanding of the world. This area is well promoted, with a focus on first hand practical activities. As a result most children are on course to exceed their early learning goals by the end of the year.
58. Curriculum plans show that staff provide an interesting range of first-hand practical experiences. Some aspects of the whole-school topics are not relevant for the younger children. However, the teacher adapts the materials well and selects more appropriate activities for the children's age and experiences. Children learn about the wider world through the travels of Barnaby Bear. Short topics, such as *homes*, *ourselves* and *mini beasts* widen their understanding. Children display good knowledge and talk about their own experiences with confidence. Regular use is made of good quality information books. Within the classroom there is no investigation table with objects, such as kaleidoscopes, colour paddles or magnifying glasses, for children to handle informally. Both staff extend children's knowledge of religion and different cultures well, through resources, books and toys. Computer skills are in use daily.

## PHYSICAL DEVELOPMENT

59. There is no judgement about the overall provision in teaching and learning, standards or achievement as no lessons were seen. Observation of children using outdoor play equipment informally indicates that their physical co-ordination is above expectation for their age. Planning is good, with additional opportunities to join a gym club. The teacher plans regular sessions in the school's hall and outside area, to help children develop their physical skills and to learn to respond to music. Children have daily access to the school's excellent outside play area. Children handle small and large equipment confidently. Children love their weekly swimming sessions which they talk about with real enthusiasm.

## CREATIVE DEVELOPMENT

60. There is no judgement about the overall provision in teaching and learning, standards or achievement as no lessons were seen. Planning is good. There are regular opportunities for children to develop their creativity and skills. There is access to a good range of materials, with many planned opportunities to paint, draw and make models. Children handle scissors and paint brushes appropriately. A number of children join the weekly art club. Staff develop children's skills and creativity through a range of imaginative play experiences. Children have many opportunities to learn nursery rhymes, sing songs and listen to music tapes. There is no ongoing music area in the classroom for children to explore and handle musical instruments informally. The imaginative play area is changed regularly to match the topics.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The quality of teaching and learning are good and most pupils achieve well.
- Marking is good and helps pupils have a clear picture of what they need to do.
- There is limited evidence of using ICT.
- Records are not detailed enough in reading and writing.
- Speaking and listening skills are well promoted.
- Few pupils attain the higher levels in reading and writing by Year 2.
- The leadership of the subject is good.

#### Commentary

61. Teaching is good and pupils achieve well. This is an improvement from the previous inspection. Teachers know their pupils very well and use assessment information effectively to plan work for the mixed age classes. Teachers use materials that motivate boys and girls equally. Pupils work hard, have positive attitudes and behave very well. Teachers use questions well to challenge pupils of different abilities. Very good use is made of the learning support assistants, who are an asset to the school. Consequently, pupils with special needs achieve well. Teachers' marking of pupils' work is detailed and helpful. For example:

*Your first paragraph is comprehensive. The following paragraphs are brief in comparison. Try and stay in the 3<sup>rd</sup> person and check your spellings.*

62. Pupils know their targets and understand what they need to do to improve. For example, Year 1 pupils know exactly how many words they can spell and what they need to do to attain the next level in spelling. However, the school's reading and writing records do not have enough detail to be helpful to teachers. There is limited evidence of use of ICT to improve or extend pupils' skills.
63. In speaking and listening pupils' standards are average in Year 2 and above average in Year 6. Most pupils speak confidently and fluently. Time is given for pupils to use correct subject vocabulary and to explain their thinking. For example, in a Year 6 lesson on factual report writing, the pupils debated the issues involved before writing about them. All classes have regular drama sessions and opportunities to perform in public. The co-ordinator is currently auditing pupils' language skills in order to introduce a language programme.

64. In reading pupils' standards are average in Year 2 and above average in Year 6. Most pupils achieve well in reading because of the good teaching and the targeted additional support they receive. However, while the majority of pupils have average skills in Year 2, few reach the higher Level 3.
65. The school has good systems to develop pupils' reading skills. There is a carefully structured reading programme for younger pupils. The school has given reading a higher profile this year than previously with additional time allocated for individual, silent and guided reading. This, together with a stronger focus on comprehension skills, is proving effective. Pupils with special needs are given good support. For example Year 1 pupils love attending the daily *Bunny Club* where they work on their reading skills. While most pupils achieve well, a few who are just below the higher level could achieve more if they had further support. All pupils are encouraged to read with parents and carers at home and this helps them to move forward. Most pupils use a range of strategies to read unfamiliar words. Younger pupils are enthusiastic readers. Boys and girls in Year 6 are equally interested in reading and have clear preferences for various authors such as JK Rowling and Jacqueline Wilson. Pupils are exposed to a wide range of contemporary and traditional fiction, including poets. Enrichment activities, including visitors to school and participation in book weeks, enliven learning. While there is a good range of books, reading areas within classes are not as stimulating as they might be. Pupils do not have attractive reading areas where they can read comfortably.
66. Standards in writing are average in Year 2 and above average in Year 6. While the majority of pupils have average skills in Year 2, few reach the higher Level 3. The school's focus on writing has resulted in standards improving. Pupils achieve well in their writing skills because of the good teaching they receive.
67. Teachers provide a wide range of writing opportunities. While there is a clear focus on basic skills, pupils learn through interesting writing experiences. For example, pupils in the mixed Year 2, 3 class really enjoyed writing a letter to *The Paper Bag Princess*. Pupils with special needs have good support through a comprehensive range of specific programmes. While most pupils achieve well, a few who are just below the higher level could achieve more if they had further support. Teachers have high expectations of pupils' presentation of work. Consequently, pupils take pride in their work, which is usually neat. Teachers help pupils understand how to use language effectively. As a result, pupils in the mixed Year 4, 5 class are clear about the differences between metaphors and similes. By Year 6 many pupils are able to write imaginatively, using well-chosen images and vocabulary, as in,
- The swipe of a blue dolphin's tail as it leaps out of the wind swept sea. The delicate ripple at the waters magical edge. The sun as it shines on a lake of glass.*
68. The leadership of English is good. The co-ordinator provides clear guidance and support on using the literacy strategy to raise standards.

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

69. There are good opportunities to use language and literacy skills in other subjects. Pupils develop their writing skills in most subjects. Attention is paid to pupils' speaking and listening skills in all subjects. Use of computers to support English is limited.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and standards in the current Year 6 are above average.
- Teaching is consistently good.

- Arrangements for checking the quality of teaching and learning are good.
- The school does not use the analysis of national test results effectively enough to help some of the more able pupils to make good, rather than satisfactory, progress over time.
- Not enough use is made of ICT in mathematics lessons.

### **Commentary**

70. At the time of the last inspection standards were judged to be in line with expectations and progress to be satisfactory. The standards of work seen at Year 6 during the inspection were above average. This is a good improvement since the last inspection. Standards at Year 2 seen during the inspection were broadly average, the same as at the last inspection. Standards at both seven and eleven are better than those gained in last year's national tests.
71. Pupils achieve well. The small class sizes, the flexible teaching arrangements at Year 6, and the high quality support of the teaching assistants mean that pupils get plenty of attention in lessons. For example, a group of six Year 6 pupils were taught for a half hour, and given some very challenging problems to tackle while three others received some extra help at their own level. In the Year 2 and 3 class, pupils worked hard on fractions with the help of two extra adults so they all enjoyed success and achieved the tasks they were set. Pupils enjoy their lessons and generally work very hard. Pupils with special educational needs achieve well because of the help they get in lessons from teaching assistants.
72. Teaching is consistently good throughout the school. Younger pupils are given a good range of practical activities and resources to help them learn about numbers. They use cubes to work out odd and even numbers and some Year 3 pupils spent a useful 15 minutes reinforcing their knowledge of their tables through a computer game. However, teachers do not make enough use of such ICT activities to reinforce learning in most lessons.
73. The school has good systems for checking how well pupils are doing and tracking their progress. These include an appropriate mix of tests and of teacher assessments. The information from these assessments is used to set targets for pupils to aspire to. However, the school has not been rigorous enough in identifying ways of helping those making broadly satisfactory progress through school to make good progress. Consequently, an analysis of the progress made by those who took the national tests for eleven-year-olds in 2003 shows that, while most moved up the expected two National Curriculum levels, few moved up three.
74. Co-ordination is good. The co-ordinator has a clear view of how to improve the subject. She checks the quality of teaching and learning and has identified her own development needs accurately.

### **Mathematics across the curriculum**

75. Mathematics is used effectively in science when pupils have to measure time, weight, or capacity in their investigations. Links with ICT are not so well developed. There is little evidence of pupils regularly using computers to create graphs and spreadsheets, for example.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and standards at Year 2 and Year 6 are above average.
- Teaching is consistently good.
- There is a strong focus on practical investigations.
- Not enough use is made of ICT to support work in science.



## **Commentary**

76. The work of the current Year 6 pupils indicates standards above average and good achievement by most pupils. This is an improvement since the last inspection when standards were judged average at Year 2 and at Year 6. However, in the Year 6 lesson observed during the inspection, some pupils could have worked harder and concentrated more on their work instead of calling out answers and interrupting other pupils in discussions. The teacher needed to remind them of basic good manners and of the need to listen to other points of view.
77. Standards at Year 2 are also above average and pupils thoroughly enjoy the practical nature of the work they are given. In the lesson observed the teacher sometimes found it hard to contain their enthusiasm, so keen were they to do the practical work. To the teacher's credit she managed to keep the balance between ensuring the fairness of the test and allowing the pupils to gallop ahead with it.
78. Teaching is consistently good. Lessons seen during the inspection and the work in pupils' books show a strong emphasis on practical investigations. Year 6, for example conducted an experiment on dissolving different types of salt and considering the reasons for these differences. One pupil suggested that they were designed for different purposes and that dishwasher salt needed to last for the full programme so would dissolve more slowly than table salt used for flavouring food. The Year 2 and 3 pupils tested different soils to see which one let water pass through most quickly. In both lessons the teachers made sure there was plenty of equipment for all pupils to be involved in the investigations. They also emphasised the need to make the tests fair by using the same amount of each material and timing the results accurately. This made good use of the measuring skills learned in mathematics lessons. Pupils with special educational needs are well supported and achieve well in lessons.
79. The work in pupils' books shows that lessons cover all the areas required by the National Curriculum in a broad, balanced and systematic way. However, there is little evidence of ICT being used in science lessons.
80. The school has effective systems for checking how well pupils are doing in science. Older pupils are expected to evaluate their own progress at times. The results of regular assessments are used effectively to track pupils' progress through the school.
81. Co-ordination of science at the time of the inspection was jointly covered by all teachers with the intention of grooming the newly qualified teacher to take on the role in September. The good achievement and provision point to leadership and management having been effective and to the good level of support that will be available to the new, and very enthusiastic, co-ordinator when she takes over.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

There was not enough evidence to be able to make a secure judgement on provision.

### **Main strengths and weaknesses**

- Computers stand unused for much of each day.
- The school is well resourced with computers.
- There is an awareness of the need to improve provision.

## Commentary

82. Only two lessons were seen during the inspection. One was largely a mathematics lesson that used ICT to help reinforce number skills. The other was preparing pupils for a survey to be carried out the following week and pupils did not use computers during the lesson. It is not possible, therefore, to judge the overall quality of teaching and learning in ICT.
83. There was very little work in pupils' folders and little evidence of ICT being used in other lessons. At Year 6 pupils had devised simple programs to make traffic lights work. They talked of other work they had done including Powerpoint presentations, using spreadsheets, seeking information from the Internet, using email, working on simulation programs and word processing. At Year 2, pupils had produced pictures on the computer, word processed their work, including changing the colour and font, and been introduced to simple databases. This seems to indicate that the school is covering the requirements of the National Curriculum but that there is a lot to do in terms of using ICT regularly across all subjects.
84. Where ICT was seen, mainly at Year 2 and 3, pupils achieved satisfactorily. On both occasions they were reinforcing mathematics work. In one very short session pupils practised their tables and in the other they consolidated work on fractions. In neither session were ICT skills taught but pupils manipulated the cursor through the mouse and knew their way around the keyboard.
85. There are good systems in place for assessing progress in ICT against National Curriculum levels and tracking pupils' progress across the school. There is less evidence of these systems being used effectively to set challenging tasks for all pupils whatever their ability and aptitude in ICT.
86. Leadership and management have not been good enough to ensure a satisfactory improvement in provision since the last inspection. Resources are better with each classroom having a number of desktop computers and the school also has a set of laptops for whole class or group teaching of ICT skills. There is a clear policy for safe Internet use and the school has run adult ICT courses in the past, although take up for a second series was not good enough to justify running them again. The school is developing close links with the secondary school ICT department. There are also plans to integrate ICT more into English and mathematics lessons.

## Information and communication technology across the curriculum

87. ICT is not used effectively in other subjects. It was seen in a couple of sessions supporting learning in mathematics but in general it is not systematically planned for beyond the timetabled ICT lesson each week.

## HUMANITIES

88. In humanities, work was sampled in **history** and **geography**, with no lessons seen in either subject. It is therefore not possible to form an overall judgment about provision in these subjects. There is every indication from pupils' work and discussion with pupils that standards are broadly average. This is the same picture as the time of the previous inspection.
89. Geography and history skills are taught through a whole-school, topic-based approach. Good links are made between both subjects, helping make the learning interesting and relevant. Each subject makes a good contribution to pupils' social and cultural appreciation of the wider world. Not enough use is made of computer skills to research either subject and to extend the most able pupils.

## Geography

90. The curriculum planned covers the requirements of the National Curriculum, with appropriate planning for the mixed age classes. Younger pupils learn about the wider world through the travels of Barnaby Bear. Older pupils develop a secure understanding of geographical features. They learn about towns, rivers and weather in Africa, Egypt, Britain and Europe. Appropriate use is made of pupils' numeracy skills when undertaking activities such as recording the rainfall and climates in different countries. A residential experience for older pupils provides opportunities to develop map and orienteering skills. Enrichment activities, including a talk by a visitor who had been to Africa, help further pupils' understanding and appreciation of the wider world. The curriculum planned covers the requirements of the National Curriculum, with appropriate planning for the mixed age classes.

## History

91. Younger pupils learn about the different objects used in the home in the past and the present. Older pupils develop their understanding of time lines and learn about the lives of significant people in the past. Good use is made of pupils' drawing skills - for example, when learning about the life of Tutankhamen. An attractive display with items from the Second World War and books such as 'Goodnight Mr Tom' helps pupils gain a real understanding of life for families and children in the past. Good use is made of pupils' writing skills to record their learning.

## RELIGIOUS EDUCATION (RE)

Provision in religious education is **good**.

### Main strengths and weaknesses

- Teaching is good and as a result most pupils achieve well.
- Not enough use is made of computer skills to research RE and to extend the most able pupils.
- RE makes a good contribution to pupils' understanding, respect and interest in different faiths and beliefs.

### Commentary

92. By Year 2 and Year 6 most pupils meet the expectation of the local authority's agreed syllabus, with some pupils exceeding it. The teaching is good throughout the school and as a result most pupils achieve well. This is an improvement from the time of the previous inspection.
93. Teachers have secure knowledge of the agreed syllabus and successfully ask questions pitched at the different age and ability of the mixed age classes. Good use is made of resources to stimulate pupils' interest; puppets with the youngest children, a range of pictures with the Year 2 and 3 class and religious objects with the oldest pupils. However, not enough use is made of computers to develop pupils' knowledge. Good use is made of drama and pupils' own drawings to record and share ideas with younger pupils. More use is made of writing to record work as pupils get older.
94. The school follows the local authority's agreed syllabus. The planned curriculum makes a good contribution to pupils' personal, spiritual, moral and cultural development. Younger pupils learn about the religious customs of Christianity and parables such as the Good Samaritan and the Prodigal Son. From discussion with older pupils, it is evident that they have a good understanding of aspects of Christianity, Hinduism, Sikhism and Judaism. School assemblies by staff and special visitors, such as the local Rector considerably add to pupils' religious understanding. The school's strong links with the local church, together with visits to

places such as Bath Abbey and Wells Cathedral, enhance their religious knowledge. However,

pupils do not have the opportunity to visit places of worship that are not Christian. There are regular planned opportunities for pupils to discuss moral issues and reflect on their own beliefs.

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

No lessons were seen in art and design, design and technology or music and only one was seen in physical education (PE). It is not possible, therefore, to make firm judgements about provision, teaching or learning in any of these subjects.

### **Art and design**

95. The work on display consisted mainly of pictures and paintings supporting other subjects. For example, there were posters and paintings about a World War Two history project. There was so little evidence, however, that it is not possible to judge overall standards. Discussion with Year 6 pupils indicates very little teaching about the work of famous artists or crafts people and discussion with staff confirms that this element has been lacking. Pupils struggled to name any artists at all and had no idea about different styles of art or of any famous paintings. The indications are that art does not comply with National Curriculum requirements and this was accepted by the co-ordinator.

### **Design and technology**

96. Some pupils had sessions in cooking, where they made biscuits as part of their World War Two project. Year 6 pupils talked of designing and making clay candle-holders, shelters, Kenyan huts, hats and musical instruments. Planning indicated adequate coverage of National Curriculum requirements although there was little evidence of finished work to confirm that all planned work had been done. There was too little evidence of any finished products to be able to make judgements on standards or achievement.

### **Music**

97. Where music was seen and heard, as in assembly or in small group instrumental lessons, the standards were at least average. Children sing tunefully and with enjoyment. There was very little evidence of pupils being introduced to the work of famous composers. Documentary evidence shows that music has quite a strong profile in the school and that pupils take part in a range of musical events that are appreciated by the local community.

### **Physical education**

98. Only a single lesson was observed so it is not possible to judge provision, teaching or learning. Swimming was observed; all the pupils go to the local pool for most of a morning. In this lesson the good ratio of adults to pupils ensured that all pupils achieved well, with standards well beyond those expected by Year 6. The previous report expressed concerns about the lack of facilities for PE in school and the school has fully addressed those concerns.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

99. Not enough lessons were observed in this area to be able to make judgements about teaching, learning or overall provision. However evidence gathered from talking with pupils and watching them at work and at play indicates that the school provides a good programme for PSHE. This includes appropriate work on sex and relationships, health and drugs awareness and opportunities to learn about citizenship through the work of the pupils' council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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