

INSPECTION REPORT

OLDFIELD PARK JUNIOR SCHOOL

Bath

LEA area: Bath and North East Somerset

Unique reference number: 109006

Headteacher: Mrs D George

Lead inspector: Mr G Bassett

Dates of inspection: 5 - 7 July 2004

Inspection number: 257084

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	220
School address:	Lymore Terrace Twerton BATH
Postcode:	BA2 2JL
Telephone number:	01225 423477
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Marilyn Bakshi-Gleave
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Oldfield Park Junior School is situated to the southern edge of the City of Bath. It serves the area immediately around the school, part of which is less advantaged than most areas in the country. At present, there are 220 pupils on roll, with an almost equal number of boys and girls. There are 203 white children and 17 from ethnic minority groups. There are no children with the learning of English in the early stages as an additional language. There are 9 classes in the school, with two classes in each Year 3, 4 and 6, and three in Year 5, which has the largest number of children. Five pupils have joined the school and nine have left during the past two years. The proportion of pupils eligible for free school meals is about average and there are 36 pupils with special educational needs, which again is in line with the national average. Six pupils have a statement. Most children join the school in Year 3 from the neighbouring infant school, with a very small proportion coming from other infant schools in the city. The school's assessments show that the attainment on entry is below average in reading, writing, mathematics and science, and that standards have declined on entry to the school over the past four years.

The school received a School Achievement Award in 1999. Other awards received by the school include Investors in People 2003 and an award of a mini-bus in 2000 for sustainability work in an environmental project undertaken by the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21500	Mr G Bassett	Lead inspector	Mathematics Information and communication technology Art and design
8992	Mr J Vischer	Lay inspector	
17456	Mrs A Smithers	Team inspector	English Design and technology Geography History Special educational needs.
12394	Mrs C May	Team inspector	Science Music Physical education Religious education English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is good. The leadership and management of the school are good and all staff are committed to providing a caring environment for all the pupils so that they achieve well and do as well as they can. The good quality of teaching enables most pupils to achieve well and make good progress overall. Currently their standards are average in English and mathematics, but below average in science. The pupils' attitudes are very good and they enjoy coming to school. The parents express positive views about the quality of education provided by the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well, especially in English and mathematics, and very well in information and communication technology (ICT), but their standards in science and religious education are below the expected levels.
- The quality of teaching is good overall and this supports pupils' learning well.
- Standards in ICT are above those expected by the time the pupils are eleven and this is a significant improvement since the last inspection.
- Pupils' attitudes are very good, whilst their behaviour in and around the school, and relationships throughout the school, are good.
- There are too few links between subjects to enable the pupils to make meaningful connections in their learning.
- Assessment records are not used effectively enough to plan what each pupil needs to learn next, especially in science.
- Support for learning outside lessons is very good.
- Governance of the school is good.

Improvement since the last inspection has been good. All comparisons made with the judgements made at the time of the last inspection must take into consideration the decline in the attainment of pupils when they join the school. The quality of education provided by the school has improved and is now good. Teaching has improved significantly and is now good overall and often very good. A structured approach to reading has been put into place. This has improved standards and, by the end of Year 6, the school's performance is broadly average in English and mathematics. The quality of planning is now good and this has led to a significant improvement in standards in ICT. Leadership and management of the school have improved from being satisfactory and are now good. The co-ordinators now take a more skilful role in monitoring and developing what is happening in their subjects. End-of-year assessments in English and mathematics are now good, but pupils' records for science are not used well enough. The school is well placed to continue the improvements made.

STANDARDS ACHIEVED

Pupils enter the school with standards below average but during their time in the school their achievement is good overall. Standards at the end of Year 6 have steadily improved over the past few years, especially in English and mathematics. Standards in English have been maintained since the tests results in 2003 and are now broadly average. In mathematics, following three years from 2001 when standards were continually below the national average and that reached by similar schools, standards have improved significantly and are currently in line with the national average. Following a dip in performance this is now the same as at the time of the last inspection. These improvements are a direct result of the sharpened focus that the school has placed upon improving the quality of teaching and coverage of the curriculum. In ICT, where the pupils achieve very well, standards at the end of Year 6 are above average. In science the teachers do not make effective use of the pupils' assessment to plan what each one needs to be taught next. Consequently, the standards in science remain below average, even though this year there has been a slight improvement. The school has already undertaken staff training to improve this.

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

Pupils' spiritual, moral, social and cultural development is good. Pupils' attitudes are very good and their behaviour in and around the school is good. The relationships throughout the school are good and all pupils co-operate well with each other. The teaching of music, art, dance and drama, helps pupils' spiritual and cultural development well. Attendance is in line with the national average.

QUALITY OF EDUCATION

The quality of education provided has improved and is now good. Teaching and learning are good overall and the curriculum is satisfactory. As a result of the high quality of teaching, pupils sustain their concentration and achieve well during all lessons. Teachers' planning is good and they share the objectives of lessons with the pupils successfully. Throughout the school, all adults have a clear understanding of the high standards of behaviour that are expected. Assessment is good in English and mathematics, and pupils are encouraged to assess their own work through discussions with their teacher.

The curriculum offers satisfactory opportunities to all pupils and they benefit well from the very wide range of activities out of lesson times. Care, guidance and support are good, and all pupils have a trusting relationship with the staff. The school has good links with the parents, other schools and the community. Pupils are proud of their contribution to the organisation of the school and willingly make suggestions through their school council.

LEADERSHIP AND MANAGEMENT

Leadership and management have improved since the last inspection when they were satisfactory and are now good. The head teacher has a clear vision for the future development of the school, and plays a vital role in ensuring that standards improve and that all the pupils are fully included in all that the school does. She is well supported by the two senior teachers, who join her on the management team. The senior teachers, the subject co-ordinators and those responsible for special educational needs, are all committed to raising standards and ensuring that all pupils do as well as they can. Governors make a good contribution to the running of the school and they understand the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents praise the quality of care and support that the school gives their children. They appreciate the openness of the staff and the head teacher. Pupils enjoy coming to school.

IMPROVEMENTS NEEDED

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

- Raise standards in science and religious education.
- Use assessment records more effectively to respond to the needs of each pupil in science.
- Develop more meaningful links between the subjects so that pupils can make real connections in their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils achieve well and their standards steadily improve as they move through the school. In English and mathematics, standards are currently average and the same as at the last inspection. Although the pupils achieve satisfactorily in science, the standards are not as good as at the time of the last inspection.

Main strengths and weaknesses

- The pupils enter school in Year 3 with standards that are below average.
- Standards in English and mathematics are average and are steadily rising.
- In science, although the pupils achieve satisfactorily and some improvement has been made, their standards are still below average.
- The children with special educational needs achieve well.
- The pupils achieve very well in ICT and standards are above average.

Commentary

1. The school has noted a decline in the pupils' standards on entry to the school since the last inspection. This has had a significant impact upon the school and it has found it difficult to raise pupils' standards to expected levels by the end of Year 6. However, it has concentrated upon raising standards in reading, writing and mathematics and is now seeing improvements in these areas. Currently, the pupils' attainment, on entry, is below the expected levels in reading, writing, mathematics and science. However, they achieve well in English and mathematics and their standards at the end of Year 6 are presently the same as those seen at the last inspection. This is confirmed by the results of the national tests at the end of Year 6 in 2003, which show that pupils reached standards in English that were broadly average when compared with the national average and with the average of similar schools. This performance was an improvement over the previous two years because the school focused effectively upon the development of the pupils' reading and writing skills. In mathematics and science the standards were below the national average and well below the average of similar schools. The proportion of pupils that exceeded the expected level to reach Level 5 was average in English and science, but well below the national average in mathematics. The school did not meet the over ambitious targets in English and mathematics which were agreed with the local education authority. Even so many pupils made significant progress during their time in the school and they achieved well. There was no significant difference between the standards achieved by boys and girls.

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

Standards in:	School results	National results
English	26.8 (26.6)	27.0 (26.8)
mathematics	25.9 (26.3)	26.8 (26.7)
science	27.8 (28.2)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. Currently, because of the good emphasis placed upon the development of reading and writing, the pupils' standards in Year 6 are being maintained effectively in English and are currently average. The priority placed upon the development of the pupils' mathematic skills, knowledge

and understanding over the past year, has also been effective in raising standards in mathematics and currently the standards are average. The analysis of the pupils' work since September indicates that the pupils are achieving well in both these subjects and the amount of work completed is appropriate and very neatly presented. In science, they achieve satisfactorily, but the standards are below average, mainly because too few pupils reach the expected level for their age, even though the proportion of pupils reaching the higher Level 5 is average. The results of the national tests for 2004, although as yet unconfirmed, show that the standards have improved in all three subjects, with the school's performance in English and mathematics slightly higher than the average when compared with national results for last year. The science results, although improved, are still below the national average of last year.

3. The pupils with special educational needs achieve well because in English and mathematics in particular, but also in other lessons, the teachers match work well to the needs of the pupils. Often the teachers provide different levels of work, and in the lessons seen this work was appropriately challenging for all of these pupils. Group work, for those with special needs, is supported well. Assessment of the pupils' special educational needs is good and individual education programmes are clear.
4. The pupils' standards in ICT have improved since the last inspection when aspects of the curriculum were not covered adequately and standards were below expected levels. The pupils' standards in Year 6 are currently above average. The pupils' standards in religious education are below the expected requirements of the locally agreed syllabus. The standards in art and design and geography are broadly in line with the expected levels. It is not possible to make judgements about the standards reached in design and technology, history, physical education or music because few lessons were seen during the inspection.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to school are very good. They enjoy school and their behaviour is good. The pupils' spiritual, moral, social and cultural development is good. Attendance is average and punctuality is good.

Main strengths and weaknesses

- The pupils' interest in school life and in the range of activities provided is very good and this supports their learning well.
- The pupils are good at taking responsibility which promotes their confidence and self-esteem.
- The school has good expectations for pupils' behaviour and the pupils respond well.
- The school promotes very good relationships and this sets a good climate for learning.

Commentary

5. The pupils' attitudes to school and learning are very good and this creates an ethos of hard work. They enjoy coming to school and are attentive in class, as lessons are mainly good and engaging. Pupils of all ages collaborate well with each other and this is encouraged. A good example of this was observed when pupils discussed their writing plans with a partner before committing their ideas to paper. Pupils worked very well together in a music lesson and achieved good results. The extra-curricular activities the school provides are very well attended and pupils find them interesting and great fun, and so the experiences enrich their lives.
6. The school strives to develop the pupils' self-esteem and confidence through initiatives. Over one hundred pupils regularly participate in a local festival having the confidence to read, recite, act and sing in front of large audiences. Pupils initiate fund-raising events and are successful in their efforts. The pupils show an enthusiastic responsibility for their school through the school council, where their views are valued and acted on.

7. The school has good expectations of pupil's behaviour and they respond well. The pupils set their own classroom rules concentrating on positive behaviour expectations. In their discussions, adults emphasise the need for pupils to take responsibility for their own good behaviour and pupils realise they are trusted to act well. Very good emphasis is placed on pupils always being truthful.
8. The relationships throughout the school are good. Adults are good role models and treat the pupils with respect. The pupils are often considerate of each other, and take the initiative to help their peers or adults.
9. The very good opportunities for pupils to be involved in extra-curricular activities, together with the opportunities given in lessons to work in pairs and in groups, mean that pupils' spiritual, moral, social and cultural development is good.
10. Spiritual and cultural development is promoted well through the skilled and sensitive teaching of music and the involvement in art festivals, where pupils take part in dance and poetry as well as music. They study life in other countries and, in music, art and literature, they begin to understand about a variety of different cultures and are prepared for life in an ethnically diverse society. Ideas put forward in the daily act of worship, and discussions held in class, help pupils to understand and empathise with other people's feelings and points of view as, for example, when they discuss the benefits of family life. This is further developed in religious education lessons when the children come to understand and respect the differing religious beliefs and customs of the six main religions in Britain today.
11. These lessons also help pupils develop a very good sense of right and wrong that is reinforced by the school's 'golden rules', to which pupils in each class contribute and make their own. The school council helps pupils to understand about the responsibilities of living in a community and how they can change things for the better. They take these responsibilities very seriously, ensuring that the views of their classmates are sought and expressed. One positive outcome of these discussions was a simple but effective solution to avoiding congestion in the cloakrooms. The pupils are able to bring all these positive and constructive attitudes together effectively and apply them to the wider world. For example, following a project about water, pupils were moved to raise funds for Water Aid.

Attendance

Attendance figures are broadly in line with the national average. Unauthorised absences are below the national average. The school promotes attendance satisfactorily through offering the pupils awards each term for a hundred per cent attendance. As punctuality is good, lessons begin promptly.

Attendance in the latest complete reporting year 2003 (%)

Authorised absence	
School data	5.4
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Exclusions

There was one exclusion last year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	203	1	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school has improved since the last inspection and is now good overall. The qualities of teaching and learning are good, and sometimes very good. The curriculum is satisfactory, but there are not enough links planned between the subjects. The provision for pupils' care, welfare and health and safety is good. The school has good links with parents, the community, other schools and colleges.

Teaching and learning

The quality of teaching and learning is good. The procedures for recording assessments are good, but these records are not used effectively enough to respond to the needs of each pupil in science.

Main strengths and weaknesses

- The quality of teaching throughout the school is good and often very good or better.
- The teachers produce good planning for their lessons.
- All the pupils are given good encouragement to do their best and they respond well.
- Throughout the school, there is a very good understanding of the high standards of behaviour that are expected.
- The recording of assessments for each pupil for English, mathematics and science is good, but in some subjects the teachers do not use these assessments sufficiently well to match work closely enough to the pupils' needs.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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1 (3%)	10 (31%)	14 (44%)	7 (22%)	0	0	0
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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.

12. During the inspection, the quality of teaching seen throughout the school was nearly always good or better. With over a third of lessons being very good or better, this is a significant improvement in the quality of teaching since the last inspection, when the overall the quality was satisfactory with a proportion of lessons being unsatisfactory. In design and technology, history, music, physical education, and art and design there was insufficient observation of lessons to make a firm overall judgement about the quality of teaching.
13. The main factor that helps the school to provide such a high standard of teaching is that the school has embarked upon a rigorous programme of monitoring lessons. This has resulted in substantial improvements in reading, writing and mathematics. All the teachers base their lessons very effectively upon the national guidelines and advice from the local authorities. The plans for each half term are comprehensive and very detailed. The teachers all have a good understanding and knowledge of the subjects they teach. In most subjects, they set appropriate work for the full range of abilities within the class so that all pupils can undertake the tasks successfully. However, this is not always the case in science lessons, where the work is sometimes not matched well enough to the pupils needs. In some of the science lessons seen, there were too many instances when all pupils were given the same task worksheet and these did not require the pupils to think for themselves, or to write down their own thoughts and answers. In the planning of religious education lessons, there is too little emphasis placed upon how topics are relevant to life today and how the written work can be linked to the writing skills the pupils are learning in English.
14. As the pupils progress through the school, they develop good skills for learning independently. Most of the pupils in Years 5 and 6 work with sustained concentration and work productively. They are able to work in co-operation and collaboration with others and because of the good quality of teaching they acquire new skills, knowledge and understanding. Every pupil is fully included in all that happens within the school and their classrooms. This follows the policy for inclusion established throughout the school. The teachers give good encouragement and as a result, all pupils are willing to do their best.
15. The pupils with special educational needs are given a satisfactory level of support in classrooms where assistants are available. The teachers know the pupils well and seek to provide the support necessary to ensure their individual progress. Often the teachers provide different levels of work, and in the lessons seen this work was appropriately challenging for all of the pupils. Group work, for those with special needs, is supported well. Assessment of pupils' special educational needs is good and individual education programmes are clear. The classroom assistants are deployed satisfactorily as they mainly work to give support to those with special needs.
16. All adults and pupils have a very good understanding of the high standards of behaviour that are expected and this fosters a good purposeful atmosphere for learning. The pupils respond very well and this is evident in the manner in which they are courteous and polite to visitors
17. The end-of-year assessments in English, mathematics and science are recorded as the level reached by each pupil. The school uses this information to predict the standards that each pupil should reach by the end of the next year and particularly by the end of Year 6. However the recording of the end of topic assessments is sometimes more complex in some classes than it needs to be, with information being copied unnecessarily from one whole class record sheet to each pupil's record in order to be transferred to the next class. The school is developing pupil self-assessment records for ICT, religious education (RE), art and design, design technology, history, geography, music and physical education (PE), but the teachers are aware that this needs to be done in a simple and easy way for them to use.

The curriculum

The curriculum is satisfactory. There is excellent provision for learning outside the school day. The resources and accommodation are satisfactory.

Main strengths and weaknesses

- There are too few links between subjects across the curriculum to enable pupils to make connections in their learning.
- The provision for personal, social and health education is good
- The curriculum for pupils with SEN is good, and musically gifted and talented pupils are catered for very well.
- Resources for teaching and learning are good but the accommodation is inconvenient and there is no field for games and sporting activities.
- An excellent range of extra-curricular clubs and activities gives the pupils very good opportunities.

Commentary

18. The curriculum covers all National Curriculum subjects and religious education, and meets all legal requirements. An appropriate amount of time is allocated to all subjects and all aspects of each subject are taught. However, there is too few links between different subjects to help pupils make connections in their learning. This is because all subjects are planned as a discrete entity and the school has not yet considered the recent national advice given in the publication, 'Excellence and Enjoyment'.
19. From time-to-time other visitors to and visits out of school enhance the curriculum. The pupils in Year 6 are taken on a residential visit and this has proved invaluable in promoting good social skills. Geography is enhanced by field trips and science and technology lessons are supported by visits to the local secondary school.
20. The school has a positive approach to inclusion. This is apparent in the way that those pupils who have special educational needs are taught and supported. The pupil who has difficulty with mobility is helped sensitively by the teaching assistant. The overall provision for the pupils who have special educational needs is good. Although these pupils access the same curriculum programme as others, their past work and inspection evidence shows that it is carefully adapted to their needs and they benefit by working in small groups with learning support assistants who provided guidance and encouragement. Sometimes, however, planning does not include work that is sufficiently challenging for the more able pupils. Examples of this were seen in science and in religious education. In music, there are very good opportunities for the gifted and talented to shine both in lessons and in the variety of clubs and additional tuition provided.
21. Resources for teaching the curriculum are generally good. The resources for ICT are particularly good. The ICT suite is used well and pupils have good opportunities to use the Internet. The weaknesses in the curriculum for ICT identified at the time of the previous inspection have now been addressed.
22. The school overcomes the disadvantage of the building as well as it can. For example, the old desks have been retained in the small classrooms containing the youngest pupils because these take up less space. The school uses the sports field of a local secondary school for sports day. The lack of a field has some disadvantages that are not so easily overcome. The playgrounds often becomes very hot in summer and, throughout the year, boisterous ball games at lunchtime make them hazardous to cross. The school is only able to host inter-school netball matches and has to play all other sporting fixtures away from home. Nevertheless, the school makes the best use of what is available and the pupils enjoy sporting activities and achieve well.

23. The range of sporting clubs provided by the school is very good and includes gymnastics, volleyball, basketball, cricket and tennis. Very good opportunities for involvement in the arts are also included such as drama, the gumbot dancing, steel pans, choir and other musical activities, and one of the school governors runs a craft club. In addition to these, an excellent range of other activities enhances the basic school curriculum, including, French, Italian, cycling proficiency, pedestrian training and an environmental club.

Care, guidance and support

The provision for pupils' care, welfare and health and safety is good. The support advice and guidance they receive is good. Involvement of the pupils in some decision making, through seeking and acting upon their views, is very good.

Main strengths and weaknesses

- The school council is very effective.
- Pupils have a very good trusting relationship with at least one adult.
- Pupils' access to well-informed advice and guidance of a pastoral nature is very good.
- Football games in the playground can be a hazard.

Commentary

24. The school has a purposeful and good ethos and the head teacher encourages all staff to listen to and respect pupils' views. The school council is well-established and so the older pupils are used to it being an active forum throughout their time at the school. The methods used to feedback to the classes by the school council members are effective and a notice board is used well to announce decisions and developments. Proper elections are held and pupils have the responsibility of both chairing meetings and recording what happens. The pupils are justifiably proud of their very effective school council as they can see the impact it has on the development of the school. For example, the playground activities have been improved and they canvas pupils' views, effectively. Another very significant factor is the way their classmates' views are represented very well through the ideas folders. These folders are always available in classrooms and they are used so that children can make written or pictorial suggestions. This provision has a very significant impact on the pupils' personal development and particularly on their very good attitudes to school.
25. The staff know the pupils well and those pupils interviewed had no qualms about talking to an adult when they needed help or advice. The pupils feel safe and well-looked after, and this opinion is supported by the positive response in the pre-inspection pupil questionnaires. It reflects the high quality of relationships within the school between staff and pupils. This is also one of the principle reasons why the quality of support and guidance pupils receive for pastoral concerns is very good. The care with which new pupils are introduced into the school are good. The quality of support, advice and guidance based on academic monitoring is only satisfactory because the tracking of each pupil's achievements in science is not sufficiently well developed to enable the teachers to plan what each pupil needs to be taught next.
26. Child protection procedures are good. Three members of staff are trained which is well above what might be expected and means that expertise can be shared, and support is readily available in cases of staff absence. All staff are kept up-to-date well. Health and safety procedures are good and records are maintained effectively that provide a continuous programme of review. Some very good risk assessments are in place, but the arrangements for playing with footballs in the tight and enclosed playground area is not well designed resulting in hazardous conditions for some pupils not involved in the games. First-aid is covered well and there is an effective staff rota of fully trained first-aiders.

Partnership with parents, other schools and the community

The school has good links with parents, the community, other schools and colleges.

Main strengths and weaknesses

- The approachability of the school and the way concerns and complaints are dealt with are very good.
- The information given to the parents is good.
- The school is developing good links with the community through adult learning classes.
- Mechanisms for the transfer of pupils are very good.

Commentary

27. The head teacher makes a point of being available for parents at any time, especially at the end of the school day. This gives many parents ample opportunity when picking up their children to talk to her or the teachers about their children's progress and well being. This is a well-established characteristic of the school. The parents agree that the approachability of the school is very good. They feel that they can approach the school if they have a problem and they state that if they have a concern it is dealt with very well. All parents are made welcome and invited to help in the school. Complaints are dealt with immediately.
28. Overall, the information provided to the parents about general issues, the running of the school and the events that may be coming up, is good. The school has responded to parents' concerns about the timing of information about the after-school clubs by revising the newsletter accordingly. The annual pupils' reports are good. They offer very good information on what each pupil has learned and how he/she is progressing. However, information on what they need to do to improve is often too general and sometimes inadequate. There is a good range of consultation evenings, with one in the autumn and spring terms and a third, after the release of the annual pupil reports. This is an opportunity for the parents to talk to all the staff and to see the work of the whole school as well as that presented by their own child.
29. The seeking of parents' views is satisfactory. One parent questionnaire has been issued since the last inspection and the results analysed and effective action taken. However, this is no more than might be expected, and a small percentage of parents are unhappy with the provision or unsure as to how much consultation they can expect.
30. The parents are involved satisfactorily in their children's learning at school and at home. A good range of workshops for parents is being provided for them, currently in information and communication technology. The Friends' Association works hard supporting the school and actively supports subject areas and targets specific fund-raising for suitable projects, for example, the provision of interactive whiteboards. Overall, these good links with parents have been maintained since the last inspection.
31. The school acts as a good focal point for the local community. The school buildings are used to provide adult learning in the community. The school led a campaign to try and keep the nearby post office open on behalf of the community as the school itself made good use of it as a curriculum resource. The school organises a well-attended Summer Fair which is an important community event. The school has close links with the local church and pupils sing in Christmas and harvest services. The school choir also organised an annual carol concert for a local old people's home. The local vicar leads a regular assembly programme. Good use made of the local area as a resource for curricular study.
32. The school's good links with other schools revolve around the Network Learning Community link of ten local schools. The school was one of the key players in the successful bid for this special funding award. The improvement of teaching skills is the main focus through the regular sharing of good practice and through joint training opportunities. The links with the

infant schools are good and children who enter the school in Year 3 are introduced well with good arrangements made for them to visit their new classrooms and to share this experience with their parents. The transfer arrangements for pupils for the main secondary schools are very good. The programme starts early and provides joint 'bridging' work in English, mathematics and science that Year 6 pupils continue in Year 7. The school is a very active player in the local sports competitions and is a very established participant in the Mid-Somerset Festival of drama, poetry-reading and dance. It has won trophies on several occasions.

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management have improved since the last inspection when it was satisfactory and is now good. The leadership of the school is good and the head teacher, supported ably by the senior teachers, provides a good direction for the work of the school. The management is good. The governance of the school is good.

Main strengths and weaknesses

- The staff are a cohesive and supportive team that is committed to raising standards.
- The head teacher has a clear vision of the future and has instigated good improvements in the curriculum and teaching of English and mathematics, through rigorous monitoring of teaching and learning.
- The school has a good commitment to the inclusion of all pupils in all that it does.
- The governing body carries out its responsibilities conscientiously.
- The senior teachers and the subject co-ordinators are establishing their management roles effectively, but there are too few links made between the subjects.
- The management of the special educational needs is good.
- The financial management of the school is good, with the principles of best value for money being good.

Commentary

33. The head teacher was away from school for over a term just prior to the inspection. In her absence, the school was led by the senior teachers and it is evident from discussions, that the staff form a cohesive and committed team and give the head teacher their full support. The head teacher is committed to improving the quality of education and has a clear sense of direction for the future. Through her leadership, she has brought about a shared understanding of the long-term aims of the school. The school has developed good strategies to check upon its performance and carries out good evaluation of what it achieves. Through monitoring of lessons, the quality of teaching and learning has been the focus for developments. This has improved the teachers' planning of lessons especially in English and mathematics, and consequently the quality of teaching has improved since the last inspection and standards are rising. The school's priorities currently identify the development of science in order to raise standards through improved investigational work.
34. The head teacher has fostered a positive attitude throughout the school. All adults make sure that every pupil is valued and that each one is given very good guidance and that they are all totally involved is all that the school does. Consequently, the school has a good ethos, and the pupils thrive and achieve well in the caring environment.
35. The governing body is carrying out its responsibilities well and the governance of the school is good. There is full compliance with statutory requirements. The chair of the governing body gives the school good support. All governors follow training sessions and they have a secure understanding of the strengths and weaknesses of the school. Many governors visit the school frequently and give the head teacher and staff good support. They also monitor what is happening in classrooms. They have agreed reliable procedures to help shape the vision and future direction of the school, and now ask for reasons why policies are changed or

expenditure made. For example, they were very concerned when the quality of music declined and sought to appoint a music specialist at the first opportunity.

36. The management of the school is good. The senior management team have effectively monitored teaching and teachers' planning, and this has led to a significant improvement in quality. However, they have not yet ensured that higher attaining pupils are always sufficiently challenged in science. The work of subject co-ordinators has also improved since the previous inspection, and they also contribute well to the monitoring process. Senior managers and co-ordinators have provided good in-service training for staff, which has led to improved provision.
37. The co-ordination of special educational needs is good. The two co-ordinators work well together and with other staff. They are innovative and encourage change and development within the school. There is good liaison with outside agencies who have the specialist skills needed to support individuals.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	546,865	Balance from previous year	52,828
Total expenditure	549,401	Balance carried forward to the next	50,292
Expenditure per pupil	2,486		

38. The school has a good monitoring procedure to ensure that funds are allocated sensibly and carefully. Furthermore, it makes good use of the resources available and deploys the teachers effectively to raise standards. The classroom assistants are deployed well to give support to the pupils with special educational needs. The school has developed good principles of best value for money, and this is evident in the purchase of literacy materials and the resources to equip the ICT suite. All funds made available to the school are used prudently and wisely.
39. The school has made good improvements since the last inspection. The quality of teaching has improved, with more lessons being good or better, and the planning of lessons is now good. The head teacher and all staff have developed a very caring school and the pupils' attitudes are very good. The pupils, whose attainment on entry is below average, achieve well and attain average standards overall by the end of Year 6. Leadership, management and governance are good. The annual expenditure per pupil is below the national average and consequently the school provides good value for money.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The pupils achieve well considering the below average attainment with which they enter the school and that they attain average standards.
- The school's focus on reading has brought an improvement in pupils' achievements and standards.
- The leadership and management of the subject are good and this has impacted on the provision.

Commentary

40. The pupils' standards in all aspects of English; reading, writing, and speaking and listening, are average by the end of Year 6. Good teaching based on carefully matched work has ensured that pupils of all levels of ability achieve well compared to their prior attainment. There is an upward trend in the school's performance over time and it is now close to the national average.
41. By the age of 11 years, most pupils speak clearly and with confidence. They respond well to questioning and are able to discuss their ideas with friends and adults. They have the confidence to deliver presentations. They listen attentively and can remember what they have heard. This was demonstrated in a Year 5 lesson where the purpose of the task was to recall ten items in order, which they successfully achieved. Currently, the school is implementing an initiative to improve pupils' speaking and listening skills and this has the potential to improve standards further. It is too early to judge its impact because it is in the early stages of development.
42. The pupils enjoy their creative writing and develop their ideas well. They are able to write for a good range of purposes and in particular styles. For example, the pupils in Year 6 write short sentences to create dramatic effect in the style of the author Gillian Cross. The pupils in Year 5 are aware of the structure of written text and learn how to plan to include all the elements. Time is given to learning basic rules of grammar and this is improving standards in writing. There are good expectations that pupils spell correctly and present their work well in neat and legible handwriting.
43. There has been an improvement in the standard of reading since the last inspection. The school has placed good emphasis on the importance of pupils' reading regularly. They award certificates when pupils show a commitment to reading at home. The pupils are encouraged to read a wide variety of material using resources from both school and home. Here the emphasis is on pupils enjoying their reading and wanting to undertake more for their own pleasure. Good records have been developed which indicate pupils' strengths and enable teachers to plan for areas that pupils find more difficult.
44. The good teaching is the key factor behind the good achievement. The teachers' expectations of what pupils might achieve are high, and lively, engaging teaching results in good curriculum provision in all aspects of English. As a result the learning is good and the teaching is steadily raising the standards. Sessions are well structured so learning is developmental. Tasks are adapted so that pupils of all abilities can undertake them successfully and higher attaining pupils are regularly challenged by their task. Ongoing assessment is used effectively and

teachers interact well with small groups to promote their level of knowledge or understanding further.

45. The co-ordinator has a good understanding of the impact of the provision within the school and has taken positive steps to make improvements. She makes good use of outside agencies to support her initiatives. The curriculum is enriched very effectively by additional activities. For example, the pupils love writing poetry and are additionally inspired by the visit of a poet. They learn text to present to an audience at a local festival. They enjoy drama and mime sessions.

Literacy across the curriculum

46. Specific projects are a highlight of the curriculum and during these topics pupils achieve well and undertake stimulating and exciting activities. During this time literacy across the curriculum is good. However, this dimension is sometimes lacking in the recording of the statutory curriculum for the humanities. This work does not reflect the good achievement seen in English books and too frequently photocopied worksheets are the basis of the recording. There are good links with ICT, where pupils word process their stories and use PowerPoint to support their presentations.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards overall are broadly average and have improved significantly over the past year.
- The pupils' achievements in mathematics are good.
- The teaching and learning are good overall.
- Assessment is used well to identify standards and to track pupils' progress.
- The use of ICT to support the teaching and learning in mathematics is good.

Commentary

47. The pupils' standards in the 2003 national tests at the end of Year 6 were below average and well below standards in similar schools. The proportion of pupils reaching the higher Level 5 was below the national average and below the average for similar schools. However, there is evidence of improvement over time and, given that pupils' attainment was below average when they entered the school in Year 3, their achievement is now good. Current standards in Year 6 are now in line with those normally expected for their age and this is a significant improvement over the results of the past three years, when standards were below average. This improvement in standards has been brought about because of the impact of the whole school focus placed upon the improvement of planning and this has promoted better quality of teaching. The standards are now broadly the same as at the time of the last inspection.
48. In the lessons observed, the overall progress of pupils, including those with special educational needs, was good. The inspection evidence shows no significant differences between the attainment of boys and girls.
49. The pupils in Year 6 have good recall of multiplication facts and can deal effectively with decimal numbers. They use their knowledge of geometry well, being able to identify an unknown angle within a triangle. In a very good lesson in Year 6 the teacher made very good use of the interactive whiteboard to give a very clear demonstration of how to use a protractor. The pupils followed this attentively and then promptly measured angles of varying degrees accurately. The higher attaining pupils identify a reflex angle and know how to measure it using a 360 degree protractor. In Year 6 the pupils have a good understanding of equivalent fractions and can convert these to decimals. The pupils' attitudes are positive and teachers set good

expectations of behaviour. In lessons, pupils sustain interest in their work and enjoy the challenge of activities. However, in some classes the teachers rely too much upon the text book to generate problems instead of encouraging the pupils to suggest their own calculations.

50. In most lessons seen, the quality of teaching was good and, in one lesson, it was very good. The lessons are well planned and in most cases targets to be completed by the end of the lesson are shared with the pupils. The teachers' planning is now good. The tasks are usually planned well, with work building effectively on the pupils' previous knowledge. The pace of work is generally good, especially during the introduction session. Good teaching is characterised by interesting range of questioning based on the teachers' good subject knowledge, so lessons develop logically and at pace. The good relationships between the teachers and pupils mean that the pupils complete their work accurately and the presentation is very neat.
51. The quality of assessment is good, because it is used well to assess each pupil's standards and to track their progress. The target level for the following year is identified for each pupil and these predictions are made clear to pupils and parents. However, the copying of assessments from the whole class record onto an individual pupil's record at the end of the year is too complex and does not provide any further information about what each pupil can do. The provision of homework is satisfactory, offering reinforcement and extension to the work completed in lessons.
52. The leadership is satisfactory, but the co-ordinator has only recently returned and has had little time to re-establish role. However, she has already renewed her enthusiasm for the subject and has a clear idea of priorities for development. The progress made in developing the subject since the last inspection is good. The co-ordinator is aware that in some instances that the text book is being overused by teachers and that she needs to organise a training session to overcome this problem. Some teachers have enthusiastically adopted the use of interactive whiteboards in their lessons and this development is well supported by the co-ordinator. She has begun monitoring and evaluating teaching and has initially looked at how the teachers teach problem solving, but does not yet sample pupils' work to check upon overall coverage of topics and standards across the school. Consequently, she cannot form a regular overview of the standards and level of pupils' achievement throughout the school.

Mathematics across the curriculum

53. Improvement in the curriculum has promoted more opportunities in most classes for using and applying mathematics in learning through cross-curricular links. This is developing well. ICT is used very well to support the teaching and learning in mathematics, with pupils in the upper school using formulae in spreadsheets and graphing to help them calculate and solve problems.

SCIENCE

Provision for science is satisfactory.

Main strengths and weaknesses

- Standards are below those expected nationally overall.
- Good support is provided for pupils with special educational needs.
- The work is not always matched closely enough to the different needs of pupils.
- Teachers pay good attention to the practical aspects of science and the use of scientific vocabulary and use questioning very well.
- Too few explicit links are made between science and written English.
- There is a knowledgeable and able subject leader.

Commentary

54. At the time of the last inspection standards were found to be broadly average, but, currently by the end of Year 6, standards are generally below the level expected nationally. This is because the standard reached by the pupils on entry to the school has declined since the last inspection. Consequently, there is still an above average proportion that does not reach the expected Level 4 even though an average number of children achieve the higher Level 5. The achievement of pupils is satisfactory and in many instances the pupils make good progress and have achieved well to catch up from their slow start. The lower attaining pupils still have difficulties with science because their below average reading and writing skills constrain their written work. However, sometimes, it is also because the teachers do not match the work well enough to their needs because assessment records are not detailed enough to provide accurate information about what each pupil needs to be taught next.
55. The pupils with special educational needs are supported well by either additional adult support, or, occasionally by the provision of different work. A good example of this was seen in a Year 3 class where pupils were studying food chains. They were supported well by the teacher and helped through the use of a worksheet which was specific to their level of understanding. All the other pupils were given a different task but the higher attaining pupils were not challenged sufficiently well, only tackling a more demanding piece of work once they had finished the original worksheet. During the inspection, the pupils in Year 4 were also studying food chains but whilst the lessons seen had been planned at a higher level than the work provided for Year 3, the teacher's expectations were not high enough to provide sufficient challenge.
56. In many classes, the evidence in pupils' books shows that regardless of their levels of understanding and skills, all pupils often use the same worksheets. Consequently, the pupils are not required to either think for themselves or to write observations and conclusions in their own words. This type of work is mostly inappropriate and the work they produce is imprecise and lacks clarity of expression. They do not use the skills of factual writing which they are taught in English lessons, to their work in science. As a result, their written work is not as good as that seen in their English books.
57. The good teaching seen in most lessons, the discussions with pupils and the scrutiny of work show that most teachers pay good attention to teaching the practical aspects of science. The pupils enjoy experiments and work together well. In a good lesson observed in Year 6, the teacher used the interactive whiteboard well to present a 'virtual experiment'. She made very good use of questioning and scientific vocabulary to ensure that they understood what to do and to encourage scientific thought. The practical experiment was designed well to build on the introduction to the lesson. A well thought out open ended format was provided for pupils to record their predictions, their method of working and the conclusions they arrived at. The pupils worked hard and did the experiment successfully. However, most teachers do not make effective use of the pupils' assessments to decide what each pupil needs to be taught next. Even the most able pupils have difficulties explaining what they have done because their skills of sequencing, reading through and checking their work are not applied to the written task in science as well as they are in English.
58. The leadership of the subject is satisfactory. The knowledgeable and able co-ordinator has not had sufficient opportunity to improve either the pupils' standards, or the quality of teaching and learning. This is because the subject has not been a recent focus for school improvement due to priorities for raising standards in reading, writing and mathematics. She has also been acting head teacher during the head's recent absence from school. She is aware of the deficiencies in the subject which will be a major focus for development in 2004 – 2005. Already she has provided staff training and has good plans in place to improve the pupils' skills in making predictions. She is also ensuring that the teachers' assessments of pupils are used to match work more closely to their needs. The resources are generally good but there are too many unsuitable worksheets being used. The use of ICT equipment and programmes to support teaching and learning is undeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The standards have improved since the last inspection and are now above average at the end of Year 6.
- The teachers have gained confidence in the use of ICT, following their training.
- There are good assessments systems in place for the pupils to judge what they can do and to show what skills they have mastered.

Commentary

59. Only two lessons were observed, one in Year 5 and the other in Year 6. The scrutiny of the pupils' work stored on the computers shows that the pupils' standards at the end of Year 6 are above average and their achievement is very good. This is a substantial improvement since the last inspection, when standards were below expected levels. Pupils are fully competent in their use of the Internet, text processing, spreadsheets, graphics and preparing graphs, data-handling programs and in constructing slide presentation shows, with sound and imported photographs. They have experienced aspects of controlling devices using computers, and can write and amend procedures to control a set of traffic lights, for example. They can use electronic mail to communicate with each other and have successfully explored the Internet to research history topics such as aspects of Victorian life. Using a multi-media presentation program, they have above average skills in presenting slide shows which include clipart, photographs and hyperlinks to access web pages on the Internet.
60. Since the last inspection, all teachers have completed training in the use of computers to enhance the teaching and learning in other subjects. This has been successful and the teachers' confidence and expertise have developed well, following this extended training. The teachers are confident in their uses of ICT to enhance their teaching in English, history and mathematics, especially problem solving. The planning cycle for the subject ensures that the pupils build effectively upon their previous learning. For example, the pupils in the lower school can program the movements and directions of a computer controlled vehicle, whilst the older pupils program and edit routines that control a screen turtle in the design of two-dimensional shapes by calculating angles of turn.
61. The teaching is very good and the pupils' learning is very good. In the two lessons seen, the teachers used the interactive whiteboard very well to demonstrate what the pupils were expected to learn during the lesson. However, not all teachers have easy access to the portable interactive whiteboard, which is situated in a classroom some way from the computer suite. Teachers in Year 6, however, have the advantage of using whiteboards in their own classrooms, which are adjacent to the ICT suite. The school is considering placing an interactive whiteboard in the computer suite and this is a very sensible development because the present arrangement constrains the flow of instruction as a lesson proceeds. The teachers use their subject knowledge well to give the pupils clear explanations and demonstrations. The teachers use questioning effectively to confirm what the pupils have learned. They maintained a good pace in lessons. In the lesson in Year 6, the quality of teaching was very good because the level of challenge was continually made more demanding as the teacher suggested extensions to the pupils' work. They were totally engrossed in planning their slide show about the school, and the tasks incorporated designing and amending each slide to take into consideration timing, sound inputs and text layout and content. The pupils were totally engaged in this work for over an hour. The standard of work in this lesson was well above the expected level for their ages.

62. Currently, the teachers keep examples of the pupils' work on the computers in the suite and the co-ordinator has compiled a good portfolio to show the standards of work throughout the school. Each pupil completes a self-assessment of what they have learned at the end of each topic and these assessments are shared effectively with the teacher. These are good and the information informs the pupil and the teacher what needs to be taught next.
63. The leadership and management of ICT are good. Improvements since the last inspection have been significant and standards have risen because the subject is on the timetable for all classes, pupils receive regular lessons and the teaching has improved. The co-ordinator has also organised whole school in-service training through the national initiative to enhance the teaching of other subjects through the uses of ICT. The resources have been improved significantly since the last inspection and this is a good example of the school following the principles of best buy. All computers in the school are now networked and this allows pupils to follow up their work in their classrooms effectively.

Information and communication technology across the curriculum

64. The use of ICT across the curriculum is satisfactory, but the stand-alone classroom computers were not seen being used regularly during the inspection. However, the pupils explain that they follow up their work started in the computer suite and this is beneficial when working on longer projects such as devising a slide show presentation. The computers provide good links to the Internet and the pupils research their own topics to provide good information for RE, history and geography. In English and mathematics, the school provides good programs to enhance the pupils' learning. The uses of the interactive whiteboards are being developed well and the teachers are becoming more competent in the use of this new facility in the teaching of mathematics and English.

HUMANITIES

65. In the humanities, the pupils' work was sampled in geography and history. Due to the organisation of the statutory curriculum whereby history and geography are taught alternately, no teaching in history was observed during this inspection. Only two lessons in geography were seen. It is therefore not possible to form an overall judgement about provision, or the quality of the teaching, in these subjects.
66. The pupils have covered appropriate elements of the **history** curriculum, although there was insufficient work available to make a judgement about the standards pupils attain. The recorded work in their books relied heavily on photocopied sheets and did not reflect the interesting and detailed writing seen in English exercise books. Good use is made of visits to historic houses and events such as the Victorian school day.
67. In both **geography** lessons seen, teaching, learning and achievement were good because the teachers used practical learning situations, which engaged the pupils. Pupils follow an appropriate curriculum and standards are broadly average by the age of 11 years. The pupils in Year 4 can talk confidently about settlements. Following a walk in the neighbourhood, and a homework questionnaire, they are able to describe their area of the city in terms of people and places. The pupils in Year 6 enjoy a quiz recapping their knowledge acquired during a topic on water and rivers and are successful. They can use an atlas to find the names of major rivers around the world. As they are aware that frequently a river source is in the mountains, they can find and name the mountain range at the source of these rivers.
68. Recently, the school has initiated an end of unit assessment recording sheet, which is completed by both pupil and teacher. This has the potential to be useful, but has not yet to have an effective influence upon the provision. Currently, assessments focus on knowledge and understanding, with less emphasis on the skills acquired, but it is through these that learning in both subjects will be developmental.

Religious Education

Overall the provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good attention is paid to learning about the six major religions that prevail in England today. However, too few opportunities are provided for pupils to apply the lessons learned to life in today's multicultural society.
- The pupils with special educational needs are supported well.
- The enthusiastic subject leader has good ideas for bringing about improvements that are likely to raise the standards pupils attain.
- Much of the work seen in the pupils' books is based upon worksheets that do not allow the pupils to use their writing skills developed in English lessons.

Commentary

69. Due to the decline in the standards attained by the pupils when they enter the school the standards are currently not as high as those seen during the last inspection. By the end of Year 6, standards are below those expected in the locally agreed syllabus. However, achievement is satisfactory.
70. Teaching and learning are satisfactory. The subject is taught regularly throughout the school, however, the main emphasis has been on teaching specific facts about religions and too little attention has been paid to the way the lessons learned are relevant to life today and the implications for those who are believers. The skills needed for deep understanding such as observation, reflection and interpretation are not sufficiently well developed. In addition, pupils have too few opportunities to visit places of worship other than the local Christian church, and very few opportunities to hear first hand accounts of what it means to be a member of a religion other than Christianity. Some attempts have recently been made to address this and two Muslim pupils have prepared a good PowerPoint presentation about their beliefs and what they mean to them. In addition, the co-ordinator has sought out places to visit and visitors to invite in during the forthcoming academic year
71. The work provided for pupils with special educational needs is usually appropriate and these pupils are often well supported in lessons. Resources for teaching and learning are generally sufficient and supplemented well by loans from the library service and these are used well. Good use of the interactive whiteboard was seen in a Year 6 class to project images of the stone circle at Avebury. The pupils were encouraged to think why it was built and the use that might have been made of it originally, but opportunities to extend pupils' ideas and help them to make connections in their learning were lost because there were no links made to subjects such as English, history or geography.
72. The enthusiastic co-ordinator provides a good level of leadership for the subject. She leads by example and has encouraged the production of class books that incorporate all the skills, knowledge and understanding needed to not only meet the requirements of the locally agreed syllabus, but also encapsulate the spirit of religious education very well. These books require pupils to apply all the skills needed to be a successful learner and use skills taught across the various subjects of the curriculum very well. However, this kind of opportunity is not provided often enough and much of the work seen was based on worksheets that do not require the pupils to think hard enough. The co-ordinator is aware of these problems and has developed sound plans to organise staff training next term.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Work was sampled in art and design, design and technology, physical education and music as too few lessons were seen in these subjects to make a firm judgement about provision. However, the inspectors also spoke to co-ordinators of these subjects about their work. The teachers' plans throughout the school are comprehensive and follow the national guidelines for each subject well.
74. In **art and design**, work in lessons and on display was inspected throughout the school. In the three lessons seen, pupils achieved well overall. Teaching was good and standards were broadly average. Pupils worked conscientiously and skilfully in all the lessons. In a lesson in Year 5, they created repeated images to depict the movement of a person involved in activities such as jumping and running. Pupils in Year 6 extended this theme to make a sculpture in plaster of an athlete in action. It is evident from displays around the school that the work is varied and interesting, and that pupils clearly enjoy the subject.
75. The sketch books in each class are not yet used as a resource book to which the pupils can refer, and the standards of most of the work in these books are not as good as seen in the other work in the classrooms and on display around the school. The pupils in Year 3 were involved in planning and creating bird-scarers and bird baths. Their designs for this three-dimensional work were good and the pupils used them effectively when negotiating with their colleagues over the actual creation of their object.
76. Due to the organisation of the curriculum, no **design technology** lessons were observed and there was insufficient work available to make judgements on standards, teaching or learning. The statutory curriculum is covered effectively and pupils show that they enjoy the subject.
77. No overall judgement is made about **music** because only two lessons were seen. One of these was taught by the subject leader, who is a gifted music teacher. In the lessons and other musical activities seen, the subject clearly has a high profile and is greatly enjoyed by pupils, who are keen to take part in the various clubs and activities provided for them. They constantly strive to achieve the high standards in both their behaviour and their work that teachers expect of them. In hymn practice when the whole school was present, every single child joined in and concentrated hard, trying to learn the words in time for the forthcoming leavers' service. Their diction was almost perfect and they sang with good expression, taking care to get the pitch and tempo correct. They captured the mood of the hymns very well, and were joyful or reflective as required. The whole experience was both prayerful and moving. Both the lessons seen were great fun and pupils learned a lot. The pupils in Year 5 were attaining above average standards because their teacher is a gifted musician and very skilled at teaching her subject.
78. Fun and enjoyment are to be had in the various music clubs and activities provided. Some unusual activities are provided such as the Gumboot Dancing Club. Here, enjoyment of music is demonstrated through use of the whole body and high standard of performance are achieved through very good co-operation with one another. The activities are fully inclusive. Equally good provision was made for the gifted and talented as they were encouraged to sing solos, duets or as part of a group. The high standard pupils achieve mean that they are able to perform with confidence at local festivals and concerts often receiving awards for their efforts.
79. The enthusiastic and committed subject leader has introduced a scheme that supports teachers who are less skilled in teaching the subject and she has given training to the staff to enable them to teach all aspects of music with confidence. She has purchased some new resources and these are very good. Both the new scheme and resources provided enable staff to teach music from other cultures to enhance and enrich the curriculum.

80. No overall judgement is made about **physical education** because only two lessons were seen, one in gymnastics and one in games. However, the teachers' plans and the class timetables show that most of the required aspects of physical education are systematically taught including swimming and most pupils are able to swim at least 25 metres by the end of Year 5. However, pupils do not have the opportunity to take part in outdoor adventurous activities. There are however, a wide range of clubs that support and enhance the day-to-day curriculum very well, and these are very well attended. There is a knowledgeable and able co-ordinator who regularly audits the skills of the rest of the staff and finds appropriate courses for them where necessary. Practical resources for teaching and learning are very good, and the health and safety issues raised at the time of the last inspection have been fully addressed. Indoor lessons no longer take place in the canteen, but in the newly refurbished PE hall. The lack of a field for games is a disadvantage. A local secondary school is used for sports day and this works well, however, the school is unable to host matches and can only play away games.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. It was not possible to observe any lessons covering personal, social, and health education. However, the school provides many opportunities for pupils to mature well in their personal development, with very good out of lesson activities being organised. Since the time of the previous inspection, a policy for personal, social and health education has been drawn up. Sex education is taught regularly to Year 6. Good provision is made for drugs awareness through the services of the school nurse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3

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