

# INSPECTION REPORT

## **PAULTON INFANT SCHOOL**

Paulton, Bristol

LEA area: Bath & N E Somerset

Unique reference number: 109066

Headteacher: Mrs J Sloyan

Lead inspector: Mrs J Hooper

Dates of inspection: 14–16 June 2004

Inspection number: 257168

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	community
Age range of pupils:	4–7
Gender of pupils:	Mixed
Number on roll:	175
School address:	Plumtre Close Paulton Bristol
Postcode:	BS39 7QY
Telephone number:	01761 412354
Fax number:	01761 412354
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jennie Silvester
Date of previous inspection:	5 May 1998

## CHARACTERISTICS OF THE SCHOOL

Paulton Infant School serves the village of Paulton and the surrounding area. It is smaller than an average sized primary school. Pupils come from a broad social mix. Very few pupils enter or leave the school other than at the normal times. When pupils enter school, their attainment overall is broadly average. In the school, just over 15 per cent of pupils have special educational needs, which is slightly below the national average; three pupils have a Statement of Special Educational Needs, which proportionally is in line with the national norm. The pupils' special needs are mainly related to learning difficulties. Nearly all pupils are white; three pupils speak English as an additional language. The number of pupils known to be eligible for free school meals is currently lower than the national average. The school received an Achievement Award in 2000, Investors in People status in 2001, and a Healthy Schools Award in 2001, which was upgraded in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Mrs Julie Hooper	Lead inspector	Foundation stage Music Personal, social and health education Religious education
19322	Mrs Judi Bedawi	Lay inspector	
22831	Mr Clive Lewis	Team inspector	Mathematics Science Art and design Design and technology Information and communication technology Special educational needs
33124	Mrs Bridget Trim	Team inspector	English Geography History Physical education English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school is effective.** Overall, it provides a sound education for its pupils, with some good and very good features. It gives good value for money. There is a very positive ethos, which strongly supports learning in a safe, warm and friendly environment. The leadership and management of the school are very good. Teaching is satisfactory overall, enabling pupils to achieve soundly. In the Reception classes, children achieve well because of the good teaching. The vast majority of pupils behave very well, are very keen to learn and take full advantage of the broad and balanced curriculum enriched by a good range of out-of-school activities.

The school's main strengths and weaknesses are:

- By the time pupils leave school standards are above average in reading and mathematics and above expected levels in religious education and physical education.
- The very good leadership and management of the school have led to the very good improvements made since the last inspection.
- The pupils have a good start to their education in Reception; induction procedures are very good.
- Provision for pupils with special educational needs is very good.
- The very good provision for the pupils' personal, social and health education, including their spiritual, moral, social and cultural development, ensures very good relationships between pupils and between pupils and adults in a totally inclusive environment.
- A team of very effective learning support assistants supports teachers and pupils very well.
- Currently, planning does not offer pupils the opportunities to use their information and communication technology skills in other subjects.
- There is very little grassed area for the school to develop an outside curriculum and provide the full range of sporting activities.

Since the last inspection improvements have been very good. Standards in reading, mathematics, information and communication technology, religious education and physical education have improved, mainly because teaching, the curriculum and monitoring and assessment procedures are better. The school now meets all statutory requirements. The leadership and management of the school, including the role of the subject co-ordinator, have improved. The improved provision for pupils' personal, social and health education, including their spiritual, moral, social and cultural development, has led to pupils developing better attitudes, behaviour and relationships. The school now has very good links with parents and the community. There have been huge improvements in the accommodation and resources for learning. The support, guidance and care the school provides have improved. However, attendance is not as good as it was at the last inspection.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	B	B	C
writing	C	C	C	C
mathematics	B	B	C	D

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

**Overall, most pupils achieve at least satisfactorily in their learning.** Between 2001 and 2003, results in the national tests show that pupils' standards in Year 2 were above average in reading and average in writing. The results in mathematics were above average in 2001 and 2002 but dropped in 2003 to average. The school was quick to pick up this decline in standards and due to very good use of assessment and a review of teaching strategies, standards of the current Year 2 group of

pupils are now above average in mathematics. Standards in reading are above average and are average in writing. The school's rate of improvement is in line with that nationally.

Achievement of children in the Reception classes is good. Children entered school with broadly average attainment overall. The vast majority are on line to achieve the Early Learning Goals in all areas of their learning by the end of the Reception year with a significant number achieving beyond these expectations, especially in their personal, social and emotional development and physical development.

Pupils' standards in science and information and communication technology are average in Year 2. Standards in religious education are above those expected by the locally agreed syllabus. Pupils attain standards above those expected in physical education by the end of Year 2, showing good achievement. Standards in swimming are very good. Due to timetable restrictions there was insufficient evidence to make a judgement on achievement and standards in all other subjects. Pupils with special educational needs achieve well because of the very effective support they receive. Pupils who speak English as an additional language achieve well in their acquisition of English.

**The provision the school makes for the pupils' personal qualities – including their spiritual, moral, social and cultural development - is very good.** This has a significant impact on the very good attitudes pupils have to their work and their very good behaviour. Attendance is just satisfactory, although too many families take holidays during term time. Pupils arrive at school on time.

#### **QUALITY OF EDUCATION**

**The quality of education provided by the school is sound,** with some good and very good features. The **quality of teaching is satisfactory,** overall. Teaching in the Reception classes is good. Teachers provide very well for those pupils with special educational needs, so that they achieve well in relation to their prior attainment. The expertise of the learning support assistants is used well to provide very effective support for teachers and pupils. The curriculum is good and broad and balanced, and is enhanced by a wide range of out-of-school activities, visits and visitors to the school. There are not yet enough opportunities for pupils to use and develop their information and communication technology skills in other subjects. The accommodation and resources for learning are good. However, there is very little grassed area for the school to develop an outside curriculum and provide the full range of sporting activities. The quality of pupil care, guidance and support is good. There are very good links with parents and the community. The school enjoys good communication with other schools.

#### **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The headteacher is committed to raising standards and giving pupils the best all round education. She has developed a very good team spirit in the school so that staff understand the school's priorities. There is a strong partnership between the headteacher and deputy headteacher. Governors are very supportive and meet their statutory duties. They are well informed about the school and so can take an effective part in its management and have developed a clear understanding of its strengths and weaknesses. Control of the school's finances and the day-to-day management of finance are very good.

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

The vast majority of parents are extremely happy with the education the school provides for their children and are very supportive of the school. They appreciate the 'open door' approach and the way in which they can become involved in their children's education. They like the good teaching, and good attitudes and behaviour the school promotes. They feel they are well informed about what their children are learning and how they are getting on in their work. Most pupils thoroughly enjoy school and are very keen to participate in the wide range of activities the school provides.

#### **IMPROVEMENTS NEEDED**

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

- Plan regular opportunities for pupils to use and develop their information and communication technology skills in other subjects.
- Seek ways of obtaining an appropriate sized grassed area to develop an outside curriculum and provide the full range of sporting activities.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good for pupils in Reception and satisfactory in Years 1 and 2. Standards in writing are average and in reading and mathematics they are above average.

#### Main strengths and weaknesses

- Pupils by the end of Year 2 achieve above average standards in reading, mathematics, religious education and physical education especially swimming.
- Most children are attaining the expected standards for their age in all areas of learning in the Reception class; a significant number are likely to surpass these by the end of the year.
- Pupils with special educational needs make good progress and achieve well.

#### Commentary

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

Standards in:	School results	National results
reading	16.3 (16.5)	15.7 (15.8)
writing	15.0 (14.5)	14.6 (14.4)
mathematics	16.3 (17.6)	16.3 (16.5)

*There were 47 pupils in the year group. Figures in brackets are for the previous year*

1. The average point scores for 2003 in the national tests showed that pupils in Year 2 attained above average standards in reading and average standards in writing and mathematics. The trend for improvement was broadly in line with the national trend. Teacher assessments in science showed that pupils attained average standards.
2. Currently, the achievement of children in Reception due to the good teaching. Overall, the children entered school with broadly average attainment and are generally making good progress in their learning. As a result, the vast majority of children are likely to achieve the Early Learning Goals in all areas of their learning by the end of the Reception Year, with a significant number achieving beyond these expectations, especially in their personal, social and emotional development and physical development.
3. Overall, pupils in the rest of the school achieve soundly. The standards attained by the current Year 2 pupils are broadly average in writing and above average in reading and mathematics. The school recognised that standards in mathematics were not as good as it would like and so reviewed teaching strategies and improved assessments, both of which have had a positive impact on current standards. In addition, speaking and listening skills have been a focus for development throughout the school and standards have improved. Overall, there are no significant differences between the performance of boys and girls over time.
4. Pupils with a wide variety of special educational needs achieve well. Due to the good level and quality of support, largely within the classrooms and in quiet areas such as the 'Rainbow Room', pupils make good progress towards their individual learning targets. Pupils with a special educational need are identified appropriately and make good progress in terms of the targets contained in their Individual Education Plans. Those pupils who speak English as an additional language make good progress in their acquisition of English through effective support.

5. Pupils' standards in science and information and communication technology are average by the end of Year 2. Pupils' use of their information and communication technology skills to support other subjects is an area for development. Literacy skills are used satisfactorily and numeracy skills well in the support of other subjects. Standards in religious education in Year 2 are above those expected by the locally agreed syllabus. Pupils attain standards above those expected in physical education by the end of Year 2, showing good achievement. Standards in swimming are very good. In geography, standards are average. Due to timetable restrictions there was insufficient evidence to make a judgement on achievement and standards in all other subjects.

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

Provision for pupils' moral, social, spiritual and cultural development is very good. This is an improvement since the last inspection. Standards of behaviour and pupils' attitudes are very good. Attendance is just satisfactory.

### **Main strengths and weaknesses**

- The very good provision for pupils' spiritual, moral, social and cultural development has a positive effect on attitudes and behaviour.
- The warm atmosphere of care and commitment to each other promotes strong moral values.
- There are good quality relationships throughout the school, which are based on mutual trust and respect.
- The school involves pupils well in taking responsibility for themselves and others.
- Attendance is satisfactory although there are too many term time family holidays.

### **Commentary**

6. The school sets high expectations for pupils' conduct and stimulates their interest in school life and the range of activities provided. As a result pupils, including the very youngest ones, have positive attitudes to their work and co-operate well with each other and the staff. Parents confirm that their children enjoy coming to school. Most children in the foundation stage are likely to reach, with a good number exceeding, the goals expected for their personal, social and emotional development because all staff promote this area of learning well.
7. Pupils' moral development is very good overall. The warm atmosphere of care and commitment to each other promotes strong moral values, which is central to the ethos of the school. It also underpins the personal development of all pupils, making them feel valued members of the school community. Pupils know the difference between right and wrong. The behaviour policy reinforces this through a reward system of collecting 'frogs' and 'ticks'. Consequently, pupils behave well in class, around school and at playtimes.
8. Social development is very good overall. There is a strong sense of belonging. There were no signs of aggressive behaviour seen and both parents and pupils confirmed that bullying does not occur. There had been one exclusion during the previous year. Pupils play harmoniously and work well in groups. For example, in a plan, do and review lesson in Year 2, pupils were given an opportunity to work together on short projects of their own choice; they were proud to be trusted to work independently and purposefully. One pupil explained that she often worked with her partner because they made a good team. There are good quality relationships throughout the school, which are based on mutual trust and respect. Adults and pupils work in partnership. Pupils are very willing and proud to accept responsibility as "helping hands". They feel they are trusted to do things on their own. Through this involvement they are learning about living in a community and are showing good levels of maturity as they move through the school.

9. Spiritual development is very good. Pupils are given opportunities to develop their values and beliefs and to become aware of the needs of others. The assemblies provide good opportunities for pupils to reflect on these issues. For example, during the whole-school assembly pupils took part in an impromptu dramatisation of a story where hardship was overcome by the selfless contributions of the local community. The pupils reflected on the imagery of the rainbow as a symbol of friendship and then sang with real feeling "Love is something if you give it away". One particular Year 2 pupil sang with visible emotion.
10. Pupils learn about their own heritage; for example, pupils in Year 1 were learning about toys from the past and those in Year 2 have been on a recent trail around their village taking photographs of old buildings and landmarks. Country dancing is a tradition the teachers are proud to keep alive. The school ensures that pupils experience the traditions of other cultures in a number of ways through studying aspects of world religions such as the Hindu festival of Diwali and also through the link with a school in Africa, where one of the teachers spends time during the summer. The display in the school hall celebrates this relationship. Staff are keen to promote multicultural awareness in a locality which does not reflect these issues. Recently, new books for the new library have been purchased to enhance the pupils' knowledge and understanding of global issues.

### Attendance

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

Authorised absence	
School data	5.6
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

#### **Ethnic background of pupils**

#### **Exclusions in the last school year**

Categories used in the Annual School Census
White – British
Mixed – White and Asian
No ethnic group recorded

No of pupils on roll
167
3
4

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0

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

11. Attendance is satisfactory, although in decline since the last report, when it was judged to be good. Now, registers currently indicate that term time holidays are increasing very significantly, peaking in the autumn and in the summer. Some holidays last over ten days but are not always recorded as unauthorised absences. Holiday absence has an unsatisfactory impact on school attendance, resulting in some very low attendance. During the inspection, many pupils were away on holidays, missing valuable work. Systems for monitoring attendance are satisfactory. Holiday permission slips are required, with the school keeping data on the number of days lost. With new attendance regulations just introduced, the school is determined to improve its attendance by ensuring that parents understand the impact of unsatisfactory attendance or punctuality on pupils' learning and achievement. Pupils generally arrive at school on time.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is sound overall, with some good and very good features. The good range of out-of-school activities, school visits and visitors to the school enhances the broad and balanced curriculum. The quality of teaching and learning is satisfactory overall; it is good in the Reception classes. The school provides a caring, inclusive learning environment. The needs of pupils with special educational needs are catered for very well. The vast majority of parents are very supportive of the school. The school has developed very good links with parents and with the community and has good links and other schools; these have a positive effect on pupils' learning.

## Teaching and learning

In the lessons observed the quality of teaching and learning was satisfactory overall, and good in the Reception classes. Assessment procedures are effective and manageable and used well to track pupils' attainment, achievement and progress in English and mathematics, and are well in place in other subjects.

## Main strengths and weaknesses

- Teachers have a good knowledge of the subjects they teach and impart it well.
- Teachers in the Reception classes clearly understand the needs of the children.
- The school has good assessment procedures in place.
- Pupils' capacity to work independently and collaboratively is well developed.
- Learning support assistants are used very effectively to support pupils' learning, especially those with learning difficulties.
- The teaching of pupils with special educational needs is good.
- All teachers insist on high standards of behaviour.

## Commentary

### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	13	12	0	0	0

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

12. During the inspection the quality of teaching was never less than satisfactory. This is an improvement since the last inspection. Teachers plan work well to meet the demands of the National Curriculum and the agreed syllabus for religious education. Literacy and numeracy lessons are executed in line with the strategy requirements.
13. The quality of teaching of the Reception children is good. The adults work closely together as a very effective team. The teachers and the very experienced learning support assistants plan work for the children in line with the recommended scheme. The significant strengths of the good teaching are a good understanding of what interests young children, clear instruction and effective questioning and, in the main, high expectations. Assessment procedures are good and used well to ensure that pupils have appropriate work matched to their abilities. As a result, the children make good progress in their learning. The quality of relationships is a significant strength, providing a very positive social experience for these children.
14. The teaching of English is satisfactory and of mathematics is good. Throughout the school, areas for development have been carefully identified and focused upon. Key skills of reading and writing are taught progressively and are built on systematically as pupils move through the school so that they make good progress. In mathematics, teachers are careful to ensure that pupils' learning is based upon sound mathematical understanding. Teachers frequently use good questioning techniques to challenge pupils' thinking and direct their questions skilfully to challenge pupils of different abilities.

15. Teachers have high expectations of behaviour and the mutual respect that exists between the teachers and their pupils creates a keen and fruitful learning environment. Due to the school's very positive approach to promoting pupils' personal, social and health education as they move through the school they develop the confidence to work independently and collaboratively as the situation arises. For example, during a games lesson the Year 2 pupils were working together very sensibly in groups, devising their own games using football skills. Teachers have a good knowledge of the subjects they teach and use this effectively to support learning. Where specific teaching skills are needed, for example in swimming, the school employs two swimming instructors. Their teaching was extremely good and has led to the high standards pupils are achieving in swimming. In lessons where the teaching was less successful, there was a lack of pace and stimulation so pupils did not learn as effectively as they should have.
16. Teachers plan their lessons well and frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, in the best cases, challenge them at the end of the lesson to demonstrate that they have achieved this. Marking is generally satisfactory. Most teachers make supportive comments in their marking but rarely give pupils a further focus for improving their work, especially in Year 2 where most pupils can read.
17. The school has good assessment procedures in English, mathematics and science and these are applied consistently by all teachers, which is an improvement since the last inspection. Information from tests taken by different year groups, together with an analysis of the Year 2 national assessment test results, is used to identify areas for development and to set whole school targets. Progress books of half-termly tasks in English, mathematics, science and information and communication technology, which are used from Reception to the end of Year 2, give a good indication of progress in the subjects. However, although teachers make comments on the work and suggest the next step for development, they do not annotate the work with a National Curriculum level of attainment for further information. Formal procedures for assessment of learning are also developing very well in other subjects.
18. Teachers use the information gained from evaluations and formal and informal assessments of the pupils' learning effectively to guide their planning and to target the work of groups and individual pupils. The information is also used to group the pupils according to attainment in English and mathematics lessons as well as to focus on those pupils who need additional help. Most teachers have a good knowledge of the needs of the pupils and in the best lessons work is matched to individual as well as group needs, so that all pupils experience success, achieve well and make good gains in their learning. For example, in a games lesson, the teacher had identified assessing girls' football skills as a focus on her planning for the lesson. At the end of the lesson, she specifically chose girls to demonstrate the skills they had learnt during the lesson so she could assess them.
19. The teaching of pupils with special educational needs is good, and is frequently very good for individuals and small groups withdrawn from classes by experienced learning support assistants. The school works very hard to give all its pupils equal access to the full curriculum. Class teachers ensure in their lesson plans that appropriate provision and support are made for pupils with particular learning needs. Learning support assistants work very well with class teachers and provide good and frequently very good support for pupils, monitoring their progress and providing an appropriate blend of help and challenge. Support for pupils with statements of Special Educational Needs is very good.

## **The curriculum**

The school provides a good breadth of curricular opportunities, with a good range of opportunities for enrichment. The quality of accommodation is good and there is a good range of learning resources.

## **Main strengths and weaknesses**

- There is very good provision for pupils with special educational needs.
- There is very good provision for personal, social and health education.
- Pupils are prepared very well for later stages of education.
- The school provides a good range of opportunities for enrichment of the curriculum.
- There is a very good match of well-qualified support staff to the curriculum.
- Very good improvement has been made in the accommodation since the last inspection.
- There is insufficient systematic planning for the use of pupils' information and communication technology skills across the curriculum.
- The lack of a suitably-sized grassed area for outdoor physical activities.

### **Commentary**

20. The school provides a broad, balanced and coherent curriculum, with a good and secure level of continuity and progression and a good range of opportunities for enrichment. For example, the school provides a good range of out-of-school activities, school visits and visitors who share their expertise with the pupils. The curriculum meets all statutory requirements, including provision for religious education and collective worship, and provides very effectively for personal, social and health education, including appropriate sex and relationships and drugs awareness education. There is a very good level of equality of opportunity for all pupils and the school is very inclusive in all its policies and practices. There are consistent whole-school approaches to teaching and applying literacy and mathematics across the curriculum. There is evidence that the school's willingness to adopt new strategies and to seek and accept guidance on reformulating the curriculum has been particularly successful in recent times in English and mathematics. There are largely government-recommended schemes of work in place for all areas of the curriculum. This constitutes a significant improvement since the last inspection, particularly in the curriculum for religious education and information and communication technology, which were judged to be unsatisfactory.
21. The new computer suite is being used to good effect in teaching skills. However, the school has not developed planning sufficiently to include using these skills to support other subjects, for example, using programs to produce simple graphical work in mathematics and in art and design to produce pictures in the style of famous artists.
22. Provision for pupils with special educational needs is very good overall. Pupils are supported well, both within and outside classrooms by a very well-trained, experienced and dedicated team of learning support assistants. Pupils' Individual Education Plans are written by class teachers in consultation with the special educational needs co-ordinator and learning support assistants and there are good and secure systems for regular review and consultation with parents. One clear indication of the success of the high quality provision is that a number of pupils placed on the special educational needs register often progress so well that they have been removed from the register by the time they leave the school.
23. There is a good match of teachers to the curriculum and a good number of well-qualified and hard-working support staff, whose expertise is used to very good effect to support teachers and pupils. The school accommodation is good overall and has improved considerably since the last inspection. Classrooms now provide enough space to deliver the curriculum and most are have been equipped with interactive whiteboards, which teachers use to good effect. The new library and computer suite are well resourced. Plans are in hand to improve the administrative area, which is rather cramped. However, there is very little grassed area for the school to develop an outside curriculum, for example, a wildlife area, and provide the full range of sporting activities such as athletics. Resources are good for the majority of curriculum areas. The school parents' association has been very generous in purchasing resources.

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

Arrangements for pupils' care, welfare, child protection and health and safety are good. The monitoring of academic progress and personal development and the support and guidance provided

are good. The attention given to pupils' views and the way action is taken are good. Induction arrangements for new pupils are very good.

### **Main strengths and weaknesses**

- All staff know the pupils well, so that they receive good care and welfare.
- Good monitoring procedures allow pupils to get focused learning support.
- The very good mutual trust means that pupils talk to known adults easily.
- Procedures for helping new pupils settle are very good.

### **Commentary**

24. There has been satisfactory improvement in the welfare provision since the last inspection. The conscientious, friendly staff work closely together, providing pupils with good quality care and welfare. They know pupils' individual strengths, supporting them positively to build up less developed skills such as English language acquisition for the very few pupils with a home language other than English. They understand when pupils need encouragement or a kind word. Trained first aiders provide gentle care for minor accidents and upsets, keeping parents well informed. There is good supervision at break and lunchtimes. The team of midday supervisors support behaviour and good manners well by nominating pupils to sit at the 'special table', for lunch on Fridays. There is good awareness of child protection issues and practices, through the trained designated person. Staff know about child protection procedures. The school is able to access helpful external advice when necessary. The good health and safety arrangements ensure that staff are aware of the importance of maintaining safety. Required tests are undertaken and records kept. No issues were noted during inspection.
25. The systems used to monitor pupils' attainment, academic progress, achievement and personal development are good. There are particular strengths in the way that the personal and academic development of Reception class children is frequently reviewed to ensure that their learning gets off to a flying start. Good use is made of ongoing assessment so that the 'next steps' of learning are identified. This enables pupils of different abilities to make at least sound progress in their learning. The well-trained learning support staff provide very good support for teachers and for pupils, working with small groups or with individuals who require additional focused help. There are strengths in the support available to pupils with special educational needs, including access to external expertise.
26. Pupils enjoy very good mutually trusting relationships with the adults who care for them. They feel comfortable and well able to talk about their feelings or to ask for help, knowing that their opinions are considered important and are taken seriously. Pupils grow significantly in confidence and self-esteem supported by the very good programme for personal, social, health education. They learn to say what they think within the safe boundaries of 'circle time', the specific time when pupils discuss problems and issues. The staff listen carefully to assess the level of pupil satisfaction with the school, ready to take prompt action should any issues emerge.
27. There are very good, firmly established procedures, so that new children adapt to school smoothly and happily. All new parents welcome home visits from Foundation Stage staff as a very good way to build relationships and share information. Staff visit local playgroups and there are school 'taster days', so that by the time children start, they know the adults looking after them very well. Parents are welcome to stay for a while if their children take longer to settle. Part of the induction programme includes parents and children enjoying a school dinner together. The school has good induction procedures for pupils moving into Year 1 but plans to develop its programme further. Pupils who arrive at other times of the year settle well, because staff provide good opportunities for them to develop new friendships.

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

Parental partnership with the school is very good. Community links are very good. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Parents are strongly supportive and very involved in school life.
- The school plays an important role in the village.
- There are positive relationships with other schools and colleges.

### **Commentary**

28. The school and parents work closely together. Parents are very proud of their village school, enjoying its positive outlook. They receive a warm and very open welcome when they visit. The school is highly successful at securing their interest and ongoing involvement. A particularly good example is the number of parents who help take pupils swimming. Every class has helpers: often about six parents are involved in the weekly lessons. Many other parents readily volunteer help in class, hear readers, go on visits or help with skills such as carpentry or involvement with playground developments. Because of this very good partnership, parents gain very useful knowledge about how children learn, well supplemented by school workshops, so that they are confident about helping with learning at home.
29. The quality of information that parents receive is very good. The prospectus and annual governors' report now fully meet requirements, an improvement since the last inspection. Parents receive frequent information through news and other letters about school and community events and their children's successes. The school now has a functioning website, designed by the school's Chair of Governors. This contains useful links for parents and pupils, class pages with examples of pupils' work and basic information about the school.
30. Pupils' reports have improved, giving a sound picture of pupils' progress with precise targets set for English, mathematics and science. Other subjects say what pupils can do, sometimes in rather general terms. Parents are very satisfied with the work of the school and the leadership of the headteacher. They are pleased with the way that the school consults them, and the prompt way the school deals with their concerns or complaints and they are delighted that their children are happy.
31. Parents of pupils with special educational needs and those whose children speak English as an additional language are kept well informed about the progress of their children. They are provided with copies of their child's Individual Education Plan and are invited to all reviews, although records demonstrate that in some cases, despite repeated invitations, parents do not attend reviews.
32. The school is at the very centre of community life, with good links to four different churches. Nearby neighbours are watchful outside school hours, raising an alert if they notice anything unusual. Elderly villagers are invited to concerts, Christmas celebrations and social events. People in the village collect for different voucher schemes to provide welcome additional resources. Local people with expertise share their knowledge, for example, in history. Visits from emergency services personnel are hugely enjoyed by the pupils and enrich the curriculum. Other visitors have helped to make special events like 'Africa Week' very successful. The school is proud that it has just been granted Global Link status so that its school link in Uganda can be extended. The school enjoys a very good reputation in the local community.
33. The links with other schools and colleges are good. They are particularly effective with the junior school, sharing the same site. There is a very hard working Parent-Teacher Association which organises fundraising and social events throughout the year for both schools. The funds raised are split equally between the two schools. Almost all pupils from the infant school move up to the junior school and an effective transfer programme has developed over the years. Most pupils have older brothers, sisters or friends in the junior school, and are well prepared,



feeling secure about the transfer. The school has positive relationships with local higher education colleges, which regularly send their students to the school to gain practical experience. Student teachers also do teaching practice from time to time. Secondary pupils are welcomed to do their work experience at the infant school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. In particular, the leadership of the headteacher is a great strength of the school and contributes much to the school's successes. The deputy headteacher provides very good support to the headteacher. Very good management structures are in place. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the future of the school and provides strong leadership.
- She has developed a very good team spirit in the school and staff understand the school's priorities.
- There is a strong partnership between the headteacher and deputy headteacher.
- Governors are well informed about the school and so they can take an effective part in its management; they have a clear understanding of the school's strengths and weaknesses.
- The school has good evaluation systems linked closely to school development planning.
- Finances are managed very well and used prudently in the management of future developments.

### **Commentary**

34. The headteacher provides strong leadership through her excellent clarity of vision, sense of purpose and high aspirations. She and the deputy headteacher form a very good partnership and are very well supported by a committed and enthusiastic staff and a well-informed and very supportive governing body. These are significant improvements since the last inspection. There has been a very clear focus on raising standards in all subjects. There is also a great importance attached to providing a well-balanced curriculum which includes a strong focus on the creative arts and physical activities. Although teachers have to manage more than one subject because the teaching staff is relatively small, their role as subject managers is continually developing and they are becoming much more influential in the management of the school. They play a key role in evaluating and improving their subject areas and are now in a very good position to improve standards further. The assessment procedures for English and mathematics are very detailed and in other subjects are developing well, which enables staff to monitor accurately the progress made by the pupils. The monitoring of teaching and learning is very effective and has helped to raise standards throughout the school. For example, the school has been very aware for some time of the increasing number of pupils who enter school with lower than expected speech and language difficulties, and therefore greater importance has been placed on the development of speaking and listening skills.
35. The headteacher fosters a good inclusive approach which supports all staff and pupils very well. Performance management procedures are good and staff undertake training to develop both their own professional needs and those of the school improvement plan. The learning support assistants are fully included in the work of the school; they undergo regular training and their expertise is used to full advantage.
36. The co-ordination of the provision for pupils with special educational needs is very well managed and meets statutory requirements. Meticulous records are kept, so that the co-ordinator is very well informed about the progress of pupils with special educational needs. The governor who oversees special educational needs provision for the governing body works in the school as a learning support assistant and supports the co-ordinator very well. The co-ordinator and support staff attend a very wide range of courses on a regular basis and the co-ordinator has developed very good contacts with outside agencies. There are good and secure systems for regular review and consultation with parents.

37. Governors have a good level of expertise, are effective in undertaking their responsibilities and work very hard to support the school. For example, much of the improvements to the building have been due to their determination to support the pupils' education in the best possible learning environment. Many are regular visitors to the school. The school has thorough self-evaluation procedures which inform all school improvements and refine the work in the school and through this governors have gained a good understanding of its strengths and weaknesses. They fulfil well their role in holding the school to account for the quality of education it provides. Governors meet their statutory requirements and all statutory policies are in place.
38. The school improvement plan is a very good document that demonstrates a clear vision for raising standards. All initiatives are appropriately based on the Vision Statement and Aims. Achievable goals have been set and timescales are realistic. Methods of monitoring progress towards the goals are clear and further opportunities for governors to take a fuller part in monitoring progress of the plan are in hand. The pupils, parents, staff and governors have all made important contributions to the plan.

### Financial information

#### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	554,567	Balance from previous year	58,930
Total expenditure	450,921	Balance carried forward to the next	103,646
Expenditure per pupil	2,591		

39. Control of the school's finances and the day-to-day management of finance are very good and detailed analysis of spending is carried out regularly. This was exemplified in the very recent audit report. The headteacher and governing body are very effective in their bids to various organisations to raise money for developments. The very imaginative development of the old courtyard area in the middle of the school and the newly created outdoor area for the Reception children's outside activities are good examples of this. Best value is sought by the governors at all times when considering the purchasing of goods or services. Financial planning is related through the school development plan to the school's educational priorities. The higher than average carry forward is earmarked for substantial building improvements, one of which is to develop a new administrative area.

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

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

As at the last inspection the quality of education in the Foundation Stage is good. Children are making good progress and achieving well in all areas of learning. The majority of children should achieve the learning goals expected before the end of the Reception Year, with a significant number exceeding these expectations, especially in their personal, social and emotional development and physical development.

The quality of teaching and learning is good in each area of learning and the learning support assistants make a very good contribution to the children's learning. Good opportunities are provided for the children to develop independence and to take responsibility for their activities. There is a very good balance between activities that are directed by the adults and those where children can choose what to do. The staff assess and monitor the children's learning and progress very well.

The management of the Foundation Stage is good. The co-ordinator has a clear understanding of the needs of children of this age and promotes this well through good example. They are very good arrangements in place for introducing children to the school which include teachers and learning support assistants visiting the children in their homes before they start school. These are very much appreciated by parents because it makes starting school a positive experience for each new intake.

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

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

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

- Children achieve well and make good progress, especially in developing independence and self-confidence.
- Good routines are in place so children know what is expected of them.

#### **Commentary**

40. The very good range of opportunities and activities provided for the children's personal, social and emotional development ensures that the majority of the children achieve well and are making good progress. Staff see this as a high priority area for development, and so most children are on line to achieve the expected levels and many to exceed them before they move into Year 1. Daily routines are made clear, and expectations in regard to behaviour are consistent. As a consequence, the children are polite and behave well. They quickly learn to take turns and share with others, to listen to others and to interact with adults and with other children in a kindly and constructive manner. Most follow instructions and persevere with their tasks for a good length of time. They make particularly good progress in developing their independence and self-confidence as they make choices, organise themselves for the activities and clear away sensibly. Most change their clothes independently for swimming and physical activities. The children know what is expected of them and respond very well to the good organisation in the classrooms. For example, they quickly learn to recognise the order of the day's activities through symbols on the timetable.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Early reading and writing skills are developed well.
- A high priority is placed on developing speaking and listening skills.
- Reading is well supported by parents

### **Commentary**

41. There are an increasing number of children entering school with lower than expected speech and language difficulties, and so greater importance has been placed on the development of speaking and listening skills. Most children achieve well and the majority are already meeting the Early Learning Goals, with a significant proportion achieving beyond them. The children's early reading skills are developed well through regular story sessions. Good questioning skills by the teachers help the children to recall the stories in the correct sequence and develop their vocabulary as they are introduced to unfamiliar words. The children's knowledge of letter sounds is developed well as they work with the teachers naming objects that begin with the same letter. Reading is encouraged through a structured reading programme as well as quiet reading sessions. Many are beginning to read early reading books. Reading is well supported by parents. Writing skills are developed well too, and from an early start children are encouraged to shape their letters correctly. Most write and recognise their own names and many are writing simple sentences independently. For example, the children wrote simple 'thank you' letters to Edward after their visit to 'Folly Farm'. Through role-play and drama children develop their speaking and listening skills well and explore the meaning and sound of new words.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- A good range of activities promotes and encourages mathematical thinking.
- Mathematical language is developed well.

### **Commentary**

42. Mathematical development is promoted well through specific teaching and through exposure to activities that encourage mathematical thinking. The teachers and learning support assistants organise and plan a wide range of activities so that the children gain good experience in learning how to match, count and organise by size. For example, the children find out the number of children having packed lunches by counting and, if necessary, recounting the number of lunch boxes. Most children have already achieved the 'stepping stones' to the early learning goals by counting to 10 and more. They recognise and write numerals and are beginning to add and subtract by counting. They enjoy their learning and achieve well as they record the results appropriately. Mathematical language is developed well; for example, when playing subtraction and addition games they learn words such as 'less than' and 'more than' and when drawing they compare 'long' and 'short' snakes. Teachers use songs, rhymes, stories and games effectively to reinforce mathematical understanding.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children are given a good range of experiences to develop their knowledge and understanding of the world.

#### Commentary

43. Children name people in their families and talk about their brothers and sisters. Most children know where they live and where they have been for their holidays. They understand how they have changed over time and know that young animals become adults. There are many opportunities offered for the children to gain scientific knowledge and understanding through observation and experiment. Children plant seeds and seedlings and watch them grow, they cook and understand how materials such as chocolate change when they are heated and cooled, and find out about the life cycle of the butterfly. The children show a good elementary understanding of how things work as they build a range of models using construction toys and 'junk'. The children gain early information and communication technology skills effectively when they work in the computer suite. Visits the children make, for example, to 'Folly Farm', greatly enhance their learning.

## PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

### Main strengths and weaknesses

- Children are given the valuable opportunity to learn to swim.
- The new secure outside area provides an important resource to develop pupils' physical activities.

#### Commentary

44. Children's physical development is above the standard expected for their age because the provision is very good. The children gain some of the necessary experiences as they use the good range of apparatus and equipment. They move with good control and co-ordination as they throw and catch large and small balls and balance balls on bats with skill and great concentration. Most jump from two feet to two feet in and out of hoops with good control and are developing a good awareness of space as they run and jog around the playground without bumping into one another. Most children show great confidence in the water during their weekly swimming lesson and almost all swim, most with aids but a few without, successfully across the pool on their fronts and backs. The teachers and learning support worker are successful in providing the children with a range of activities where they can cut, glue, thread and complete puzzles. Children hold their pencils correctly and use brushes for painting and sticking properly. The secure outside area is a recent development and a great improvement for promoting the children's physical activities and the staff are developing ways of using it to the best advantage. The children also use the school hall for indoor physical activities.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children have access to a wide range of resources to develop their creativity.

## Commentary

45. Activities are organised well so that the children can express themselves through painting, drawing, making collage pictures and working with malleable materials such as playdough. They make colourful pictures about stories they have read using a wide range of materials and different techniques. The children respond well to music and songs, rhymes and poems. They enjoy listening to music and making their own. They learn to appreciate music as they move in and out of the hall for assemblies and listen to the older pupils playing their recorders. Children often develop their imaginations through role-play situations.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision is **satisfactory** with good features.

#### Main strengths and weaknesses

- Leadership and management are strong.
- The quality of teaching is satisfactory overall, with some elements of good teaching.
- The whole-school approach to raising standards of speaking and listening is effective.
- Standards in reading are good; targets are closely monitored and, as a result, pupils throughout the school achieve well.
- Writing needs to be linked more closely with reading.
- The new library is a considerable asset for the school.

## Commentary

46. In the 2003 national tests for Year 2, pupils' standards in reading were above average and in writing were average when compared with all schools. The unconfirmed results for 2004 appear to be similar. The results reflect both the whole-school approach to reading and its assessment and the considerable importance given by both teachers and parents in support of reading. Standards in speaking and listening and reading have improved since the last inspection; standards in writing remain the same. There is no significant difference in the performance of boys and girls.
47. Standards at the end of Year 2 in speaking and listening are above average. Pupils achieve well in speaking and listening as this is the focus for much of the work in English from the Foundation Stage and throughout Years 1 and 2. Pupils effectively develop their speaking and listening skills through role play and through the many opportunities they are given to share their experiences with others during lessons. They are eager and enjoy taking part in class discussions and to reflect on their learning at the end of lessons.
48. Teachers' strong focus on the teaching of phonics and on individual pupils' targets helps pupils achieve well in reading and attain above average standards. Higher-attaining pupils can read from a wide range of fiction and non-fiction books. They are able to enhance their enjoyment and that of the listener by taking account of the punctuation through expression and intonation. They are able to use a wide range of decoding skills to tackle unfamiliar text to confirm meaning. All pupils enjoy reading and by Year 2 they can read almost entirely independently both fiction and non-fiction at the appropriate level. They are aware of sentence construction and are able to use an increasing range of strategies; for example, one pupil was able to read 'barbecue' from her understanding of the non-fiction text and her previous knowledge of phonics.
49. Standards in writing by the end of Year 2 are average. Pupils have been given opportunities to write for a range of purposes and for different audiences, such as stories and poems, lists and instructions, letters and postcards. Higher-achieving pupils can write in an interesting and lively way. Their writing is detailed as they use vocabulary to good effect for both interest and

purpose and nearly all pupils write with meaning. Their punctuation and spelling are of a good standard. There is evidence of good openings in stories and sequencing is established. Capital letters, full stops and, on occasions, question marks are used. Sentences are linked by simple connectives, for example, 'and' and 'but', and most high frequency words are spelt correctly, whilst other words show plausible phonetic patterns. Handwriting is appropriate in size, is even and in some cases joined up. Teachers write remarks on pupils' written work of congratulations and encouragement but there is little evidence of linking the marking to the pupils' next steps in learning. Currently, the school does not make links between reading and writing explicit enough through teachers' modelling of writing with pupils in collaborative writing sessions. Also, the school sees the need to develop and improve resources for guided reading so pupils are given the opportunity to study together the writing of well regarded children's authors.

50. The overall quality of teaching and learning is satisfactory. Lessons are well planned, with clear objectives and good resources. There is some stronger teaching in Year 2, where the teacher's good command of the subject and knowledge of the pupils was reflected in the classroom practice. In the best lessons, teachers build on pupils' previous learning and use skilful questioning aimed at the different levels of ability in their classes to develop pupils' thinking and learning. Following a well-paced interactive session on compound words, the pupils were expected to find their own words independently, while both the teacher and the learning support assistant worked with focused groups. In the lessons where teaching was less successful, the teachers failed to give clear explanations, the pace was slow and tasks were not challenging. Pupils who have special educational needs and those who speak English as an additional language are included and supported by the whole class. Relationships, behaviour in lessons and the management of pupils with special educational needs were good at all times.
51. Class teachers and learning support assistants work closely together to ensure that pupils with special educational needs work well during both focused and independent work; consequently, they make good progress. The learning support assistants work very hard. They know the pupils well and are able to use a range of strategies for keeping them interested and focused on the learning. Teachers use the interactive whiteboards to support their teaching. Insufficient use is made of information and communication technology as an option when designing tasks for pupils to further develop their own learning within a range of individual learning styles.
52. The subject co-ordinator, who is well qualified, demonstrates good leadership. She has a clear vision, a well-developed understanding of the role, is very enthusiastic and fully committed to raising standards. She is particularly keen to raise standards in writing. Assessment procedures are good. There are portfolios in place for each year group with the policy, schemes of work and procedures for monitoring teachers' plans and half-termly assessment. Teachers use this data in order to track progress against individual and year group end of year targets to ensure that pupils are achieving as expected. The co-ordinator has worked hard organising resources for clear and easy access for both English and cross-curricular work. The resources for individual reading and non-fiction books for the new library have been enhanced recently. The school recognises the need to improve the quality and range of group reading books for guided reading.

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

53. Language and literacy are promoted satisfactorily across the curriculum; for example, in religious education, pupils in Year 2 were writing about their special place. Pupils are taught specific vocabulary required in subjects, such as 'direction', 'scale', 'landmarks', 'signs', and 'co-ordinates' in a geography lesson when learning about the purpose of maps for finding the way. Texts are often used in literacy which complement other areas of the curriculum, for example, geography when 'The Spell Shell' story was the text used following the trip to the sea-side.

## MATHEMATICS

The school's provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards by the age of seven are above the national average.
- The subject co-ordinator provides very good leadership.
- Pupils make good progress.
- Good use of assessment is used to modify the curriculum.

### Commentary

54. Attainment in mathematics at the age of seven, which has been good compared to national averages over recent years, dropped to satisfactory in the 2003 national assessment tests. Due to very good use of assessment and a review of teaching strategies, current Year 2 pupils are again on line to attain above national averages by the end of the current school year. Pupils make good progress and achieve well as they move through the school from broadly average attainment on entry to the school. Boys and girls achieve similarly. Standards of achievement by the age of seven, the curriculum provision, the use of assessment and the quality of subject leadership have improved significantly since the last inspection.
55. Teaching in mathematics is good overall. Teachers demonstrate good subject knowledge. They have good classroom and behaviour management skills, allowing most lessons to progress at a good pace, and they match tasks well to pupils' abilities and learning needs. This was demonstrated very effectively, for example, in a Year 2 lesson where the teacher's very good relationships with the class and her very good subject knowledge ensured that the lesson could move along at a very good pace. The teacher made the lesson exciting and interesting and, as a result, pupils responded confidently, with most hands going up to answer the teacher's questions. Clear links were made to previous learning and very good use was made of the interactive whiteboard to demonstrate concepts and methods, with the result that pupils had a very good understanding of their learning and made very good progress. Pupils with special educational needs are supported well by classroom assistants and teachers in mathematics lessons and make good progress.
56. The subject co-ordinator provides very good leadership. Assessment in the subject is good; the co-ordinator analyses school test results in detail, suggesting whole-school amendments to the curriculum and teaching methods in the light of what is revealed.

### Mathematics across the curriculum

57. Pupils make good cross-curricular use of their mathematics skills in subjects such as science, geography and design and technology but there is little use of information and communication technology to support learning and teaching in the subject.

## SCIENCE

The school's provision for science is **satisfactory**.

### Main strengths and weaknesses

- The leadership of the subject is good.

### Commentary

58. Lesson observations and an analysis of work undertaken during the current school year indicate that standards in science are in line with national averages at age seven, a judgement



similar to that at the last inspection. This constitutes satisfactory achievement from broadly average levels of attainment on entry to the school. The school has analysed results by gender and inspection evidence confirms that there are no significant differences between the achievements of boys and girls in the subject.

59. Work scrutiny, lesson observations and pupils' achievement indicate that teaching is satisfactory overall with some good features. Teachers plan their lessons well and demonstrate good classroom and behaviour management skills. In the two lessons where the quality of teaching was good the teachers used questioning well to gauge and guide pupils' learning. They made good links with other subject areas, gave very clear instructions and made good use of the outside environment. Year 1 pupils considering the winds as a 'force' offered such comments as: "It's really air moving around." When asked what a windsock was for one said, "The wind blows through it and tells you the way the wind is blowing." Year 2 pupils making comparisons between themselves and others were finding two similarities with and two differences between themselves and their partners. In this lesson, very good questioning by the teacher drew out pupils' thinking well and the very good relationships ensured pupils confidently offered their ideas and behaved very sensibly. Where teaching was only satisfactory there was a lack of pace to the lessons and explanations and expectations were not always sufficiently clear. Pupils with special educational needs are very well supported and achieve well in terms of their learning targets due to the good quality of support provided. Pupils who speak English as an additional language are given effective support when necessary.
60. The subject co-ordinator provides good leadership and, since the last inspection, has overseen the introduction of a government-recommended scheme of work and a resultant increased emphasis on investigative activities throughout the school. Assessment in the subject is good, with science tasks being undertaken for the pupils' 'memory books' each year. Resources for the subject are satisfactory. A joint Infant/Junior school Science Day held in the previous school year provided a wide range of exciting activities for the pupils and a weekly science club is well attended.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The school's provision for information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- There have been significant improvements in provision since the previous inspection.
- There is currently insufficient planning for pupils to use their information and communication technology skills systematically across the curriculum.

### **Commentary**

61. Lesson observations and scrutiny indicate that standards by the age of seven are satisfactory and pupils' attainment is in line with expectations for their age. Pupils are provided with a satisfactory range of opportunities to develop skills in word-processing, graphics, email, modelling and control and measurement as they move through the school and often achieve well. The quality of teaching in the lessons was good overall. In a Year 2 lesson, pupils who were editing a prepared text demonstrated appropriate text-editing skills. They were confidently using the backspace key to delete a word, adding a full stop and/or capital letter, using the 'shift' key for upper case and highlighting text for editing. The teacher, who is the subject co-ordinator, demonstrated good subject knowledge, made good use of the interactive whiteboard and made good and consistent use of subject based vocabulary. As a result, the pupils understood clearly what they were expected to do and made good progress and achieved well.
62. Leadership and management of the subject are good. The previous inspection found significant weaknesses in the school's provision. The co-ordinator, who took over responsibility

for the subject after that inspection, has overseen significant improvement in the quality of provision and the quantity and quality of resources. The school has adopted a government-recommended scheme of work with secure progression in key skills, installed a small computer suite with 12 computers, purchased interactive whiteboards for the infant classrooms and trained the teachers and support staff. Assessment procedures are being developed effectively. These are having a considerable impact on improving standards. The school has good links with the Junior school and pupils undertake an information and communication technology 'bridging assessment unit' in preparation for their move to Year 3.

### **Information and communication technology across the curriculum**

63. Despite the significant improvement in provision and resources for the subject since the last inspection, only a small number of lessons were observed where there was any use of information and communication technology by the pupils. Generally, there is insufficient whole-school planning for the use of pupils' information and communication technology skills across the wider curriculum. Although visits to the computer suite are timetabled on a weekly basis, the classroom computers frequently remained switched-off or unused during lessons observed.

### **HUMANITIES**

64. In **geography** only one lesson and a short session were seen in Year 2 and pupils' work was sampled. There is a good balance of work recorded by pupils in topic books and the displays of pupils' work in classrooms and around school. It is evident that the curriculum is covered through the broad range of activities provided. Geography has been a particular focus for development during the current year. The skilful use of the digital camera provides an attractive and illustrative display for pupils in Year 2, who had walked through their village of Paulton taking note of the various landmarks. The one full lesson observed was well planned and resourced and a good range of strategies used imaginatively to engage pupils' interest; for example, following up a recent trip, the teacher displayed a street map on the interactive whiteboard of Weston-Super-Mare, which she had scanned into the computer. From this pupils learnt that maps can be enlarged and reduced. Also they were able to put the coordinates on the grid that had been superimposed on the map and read the locations of some of the landmarks that they had seen on their visit.
65. From the scrutiny of the work in **history**, displays around the school and discussions with pupils, it can be seen that they have satisfactory experiences of the subject. In Year 1 there was a display of toys from the past which the pupils had brought from home. These were being used to make comparisons with the toys of today. The teacher had scanned a photograph of herself as a small child holding one of the old toys on the display. The pupils understood the significance of the passage of time through this very personal piece of historic evidence.
66. The co-ordinator for history and geography has brought both policies up to date with all staff and governors. There is a long-term plan in place to ensure that there is adequate coverage of both subjects and that there is no unnecessary overlap. The subject co-ordinator monitors the teachers' plans on a regular basis. She is able to track progress through the assessment sheets she keeps, which she uses to compare the achievements between the two year groups and also between the classes. As a local education authority leading teacher for information and communication technology she is also keen to promote information and communication technology, not only as a teaching tool for teachers, but also as the focus of task-based activities for pupils in both subjects, as currently it is underused.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Standards in Year 2 are above those expected in the local education authority's agreed syllabus.
- Pupils achieve well and make good progress in developing their understanding and knowledge.
- The quality of teaching is good.
- The subject makes a very good contribution to pupils' personal development.

### Commentary

67. Most pupils by the end of Year 2 reach standards that are better than those expected for their age in the local education authority's agreed syllabus. This is an improvement since the last inspection. By Year 2, through a well-planned programme of work, most pupils have a good understanding of the symbolism and celebrations of the Christian faith. In addition, they are developing a good knowledge of the festivals and customs associated with other religions. Pupils with special educational needs and those who speak English as an additional language take a full part in lessons.
68. Achievement is good. Pupils respond with maturity and thoughtful consideration to the many sensitive topics that are included in the programme. Most pupils in Year 1, having talked about things that were precious to them, were quite clear that important symbols in the Christian religion were the Bible and the Cross. Many recounted the important events in the life of Jesus.
69. The quality of teaching in the two lessons observed was good. Teachers managed the classes well and had very positive relationships with their pupils. They used effective strategies to make lessons meaningful and interesting. For example, the teachers began the lessons sensitively, relating what they wanted the pupils to learn, first to their own and pupils' personal experiences, before linking it to the religious aspect. As a result, pupils were able to respond thoughtfully to the issues discussed. Pupils in Year 2, for example, in a quiet thoughtful session, were discussing what places were special to them and were giving considered reasons why they were special. When they were shown a picture of the Garden of Gethsemane, one pupil said it was 'Jesus' special place where He went to pray'.
70. The statutory requirements relating to religious education are met. The programme is properly based on the local education authority's agreed syllabus. It links effectively with the programmes for personal, social and health education. The programme includes suitable emphasis upon the beliefs, customs and traditions associated with some other religions and different cultures. This makes a good contribution to the spiritual and cultural development of pupils. The co-ordinator has a keen interest in the subject, has a very good knowledge and leads it well. Appropriate assessment procedures are in place.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No judgement can be made about the school's provision for **art and design** as it was possible to observe only one art and design lesson during the inspection. However, evidence shows that pupils throughout the school undertake an appropriate range of activities. The attractive displays of pupils' work around the school indicate clearly that pupils' work is highly valued by teachers and support staff. Work is also now being displayed on the school's new website. When viewing the website for the first time, Year 2 pupils were very thrilled to find examples of their own work, enthusiastically clicking on the pictures to enlarge them. The observed lesson was a continuation of a 'carousel' topic begun in the previous week which included two art-based activities. Year 2 pupils were recording from first-hand observation, drawing their partner's portrait and following their teacher's encouragement to "Look very, very closely". Others were representing ideas and feelings by painting holiday posters following a trip to Weston-Super-Mare. Because the bulk of the exposition had taken place in the previous

lesson, the teacher was left with a largely supervisory role and the quality of teaching in this lesson was satisfactory. Pupils were very well behaved, concentrating on their work and trying their best and the teacher managed the 'carousel' and movements in and out of the classroom for music lessons satisfactorily. Co-ordination of the subject is good. The school follows a government-recommended scheme of work for the subject and work is assessed termly against National Curriculum attainment targets.

72. Only one **design and technology** lesson was observed during the inspection, and this provided insufficient evidence to make secure judgements about provision for the subject, the quality of teaching or standards. However, a scrutiny of the work on display around the school, in pupils' folders and books and in the photo albums of work undertaken indicates that pupils throughout the school undertake an appropriate range of activities, based broadly on the government-recommended scheme of work for design and technology.
73. In the lesson observed, Year 1 pupils were making puppets, following designs made in the previous lesson. They were confidently assembling, joining and combining chosen materials and components and talking about what they liked or disliked about their work and how they could improve it. Teaching in this lesson was good; a wide range of resources was made available and good support was provided by the teacher, a learning support assistant and a parent helper. Long-term planning for design and technology is based on a government-recommended scheme of work and pupils' progress is assessed termly against the attainment targets for the subject. The current subject co-ordinator, the headteacher, is providing good leadership.
74. Only one class lesson was observed in **music**, and so it is not possible to give a secure overall judgement on standards and provision. In the lesson observed most pupils in Year 1 were clapping out rhythms accurately from notation cards. Most knew the names of familiar untuned percussion instruments and were keen to choose their favourite to play. They performed a song, accompanying themselves on the instruments and holding the rhythm well. In a whole-school assembly the pupils sang sweetly and in tune, remembering the words well. A group of Year 2 pupils led the actions to one song very well so that the other pupils could follow. Year 2 pupils have the opportunity to learn to play the recorder and a group of them performed well as pupils left the hall after the assembly. The pupils take part in musical performances, for example, at Christmas. Due to the improved accommodation, whole class music lessons can now take place effectively in classrooms, an improvement since the last inspection. The subject is managed well by a knowledgeable co-ordinator.

## Physical education

The provision is **good** in physical education overall and is very good for swimming.

### Main strengths and weaknesses

- Standards are above expectations.
- Teachers have high expectations in their planning, which lead to good achievement.
- Swimming is a particular strength of the school.
- Pupils have very good attitudes, which promote the development of physical skills
- Leadership and management of the subject are strong.
- The school's grassed area is too small to extend the physical education curriculum to activities such as athletics.

### Commentary

75. The teaching was good in all the lessons observed. The good quality of teachers' planning ensured lessons matched the progress and ability of the pupils. Hence standards by the end of Year 2 surpass expectations because teaching is good, enabling pupils to achieve well.

This is a significant improvement since the last inspection. Swimming is a strength of the

school. These lessons, taken by the well-qualified swimming instructors, were very good. Standards in swimming are well above the national expectations.

76. High expectations of good behaviour led to lessons that were stimulating and well paced. Pupils worked co-operatively and in groups, observing and learning from one another. Pupils of all abilities learn to follow clear instructions, to concentrate hard, to use the space sensibly and safely and to challenge themselves to perform more difficult activities. Relationships are very good. Pupils enjoy their work and have good attitudes. In a Year 2 games lesson pupils were able to devise their own games involving football skills. They were able to evaluate and then to demonstrate their particular game to the other pupils. Pupils with special education needs were fully included in all lessons. Teachers feel that many of these pupils show their particular talent in physical education lessons and achieve well.
77. Appropriate assessment procedures are in place. Progress is reviewed and tracked regularly throughout the year in order to ensure good progress and to inform the annual report to parents. Pupils are confident in their physical abilities in all aspects of physical education; this is especially evident when swimming, where even the very youngest children achieve well. They make good progress from the Foundation Stage throughout their time in Years 1 and 2.
78. The very enthusiastic subject co-ordinator is committed to ensuring that staff are kept up to date so that all pupils are given every possible opportunity to progress and achieve well in physical education. To that end she has both attended and arranged for staff to attend a training course, which is sponsored by Sport England. She monitors teachers' plans regularly to ensure the subject is being covered appropriately. The curriculum is enriched by after school activities such as the tennis club. This gives pupils opportunities to develop their personal and social skills as well as physical skills. However, there is very little grassed area for the school to provide the full range of sporting activities such as athletics.

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

79. The school attaches great importance to the development of pupils' **personal, social and health education**. The co-ordinator has led developments very well through her very effective input into the school gaining a Healthy Schools award. All members of staff are involved in this initiative. Pupils say they feel comfortable in their school and that this enables them to learn effectively. These features show the school to be caring and sensitive to pupils' needs. There is a good feeling of a family atmosphere in the school where all pupils are treated equally.
80. Teachers use 'circle time' discussions to raise issues and to give pupils a chance to be heard. Currently, there is not a School Council, but this is under review. However, pupils are given responsibilities to promote their awareness of **citizenship**. For example, Year 2 pupils support Reception children at lunchtimes and special rewards are given for behaviour in and out of the classrooms.

## 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	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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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).*