

# INSPECTION REPORT

## **ST MARY'S C OF E PRIMARY SCHOOL**

Writhlington, Radstock

LEA area: Bath and North East Somerset

Unique reference number: 109212

Headteacher: Mrs Ruth Haines

Lead inspector: Mr John D Eadie

Dates of inspection: 15<sup>th</sup> - 18<sup>th</sup> September 2003

Inspection number: 257840

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	116
School address:	Old Road Writhlington Radstock
Postcode:	BA3 3NG
Telephone number:	(01761) 434 548
Fax number:	(01761) 435 091
Appropriate authority:	The governing body
Name of chair of governors:	Mr Stephen Birchall
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

St. Mary's Church of England Primary School is a small school situated in Writhlington, a suburb of Radstock. There is a fairly extensive estate of social housing in the catchment area of the school, although nearly half of the pupils come from privately owned houses nearer the centre of Radstock. The school won a Schools Achievement Award in 2003 for the improvement in standards. Almost all pupils are of white British heritage and only two have languages other than English as their home language. An above average proportion of pupils is identified as having special educational needs (SEN), the largest groups having social, emotional and behavioural problems or moderate learning difficulties. There is very little mobility in the school population, although the roll tends to increase during each year owing to the popularity of the school. The pupils generally have below average attainment on entry to the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	Mr John D Eadie	Lead inspector	Mathematics Information and communication technology (ICT) Music Physical education
9880	Mr A Comer	Lay inspector	
12116	Mrs C Morgan	Team inspector	Special educational needs English as an additional language English Geography History Religious education (RE)
28686	Mrs E Walker	Team inspector	The Foundation Stage Science Art and design Design and technology

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Mary's C of E Primary is a satisfactory and improving school.** The quality of teaching and learning is sound overall and the pupils achieve well during their time in the school. Standards have been improving in recent years and are now average by the time the pupils leave. The headteacher leads the school well and it is managed satisfactorily. The management of the school and the learning of some pupils are hindered by the needs of a small number of pupils with emotional and behavioural problems. The teachers and headteacher try a wide variety of strategies to cope with these pupils, but too often they have to be removed from class and looked after by the headteacher or a learning support assistant, thereby hampering the normal work of these adults. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- some of the pupils with emotional and behavioural difficulties occupy a disproportionate amount of staff time and hinder the learning of other pupils;
- the quality of teaching and learning is inconsistent through the school;
- links with other schools are very good and effective;
- the curriculum is enhanced well by visits, visitors and extra-curricular activities;
- systems of assessment are not effective in helping to raise achievement;
- standards in information and communication technology are unsatisfactory;
- the school cares well for its pupils; and
- the school is well governed.

The school has made **good progress** since the last inspection, much of this progress having happened during the last two or three years. Standards have risen well in recent years, resulting in the school winning School Achievement Awards in 2002 and 2003. Most issues from the last inspection have been addressed well. The only one on which insufficient progress has been made relates to information and communication technology. Although the school has updated its equipment and trained staff, there have been significant problems with the efficiency of the computer system, restricting the pupils' access to computers.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	D	D	A
mathematics	C	E	D	A
science	C	C	E	B

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

**Pupils achieve well during their time in the school.** Standards are below average when pupils join the school. Last year, children achieved unsatisfactorily and did not reach the expected goals by the end of Reception in any areas of learning. Pupils achieved unsatisfactorily in Years 1 and 2 last year and at the end of Year 2 standards were below average in reading, writing and mathematics. Much of the reason for this is the disruption caused to their learning by changes in staffing during the last year. Recent changes have addressed this and children are now achieving well in the Reception class and satisfactorily in Years 1 and 2. There is some unsatisfactory achievement in the class containing Year 3 pupils, though good achievement in Years 5 and 6 and good achievement overall from Years 3 to 6. Standards are average in English and mathematics and above average in science

by the time the pupils leave the school. The significantly better grades in the above table when results are compared to similar schools reflect the good progress made from Year 2 to Year 6.

The pupils' **personal qualities are satisfactory**, and their **spiritual, moral, social and cultural development is satisfactory**. Most pupils have **good attitudes** to their work and their school. A significant minority of pupils in the school have emotional and behavioural problems and therefore **behaviour overall is unsatisfactory**. **Attendance is satisfactory**, having improved since the last inspection.

## QUALITY OF EDUCATION

The school provides a **satisfactory quality of education**. The quality of **teaching is satisfactory overall**, sometimes being unsatisfactory in the class containing Year 3 pupils, though it is often good in Years 5 and 6 and for the children in the Reception class. The consequent quality of **learning is satisfactory**. There are very good and effective links with other schools and the curriculum is enhanced well by a good range of visits, visitors and extra-curricular activities. There are constructive links with the community.

## LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good**. The headteacher provides good leadership and subject leaders for English and mathematics lead their subjects well. The governors provide good support and have a clear understanding of the strengths and weaknesses of the school and what it needs to do to improve. Management is satisfactory overall as too much management time is taken up with dealing with the problems caused by a small minority of pupils. This has meant that monitoring and evaluation has not been as effective as it should have been in identifying and rectifying the weaknesses noted above.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents** who contacted or spoke to the inspection team have a **good** opinion of the school. Most feel that the staff are very approachable and that the school is very caring. There is a minority of parents and pupils who think homework is inconsistent, a view shared by the inspection team. There are also some parents who do not think they receive good information about their children's progress. The team regards reports as not giving clear information. **Pupils like their school** and are particularly pleased with the way that their views are listened to and the fairness of their treatment by staff. A number thought that some pupils do not behave acceptably, a view shared by the inspection team.

## IMPROVEMENTS NEEDED

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

- work together with the Local Education Authority to improve the effectiveness of the strategies for raising the standards of behaviour of those pupils with emotional and behavioural difficulties so that they do not disrupt the learning of others;
- ensure that there is a consistent standard of teaching and learning, particularly that there is a clear focus to each lesson and that lessons move at a faster pace, are more interesting and involve the pupils more;
- assess what pupils have achieved and then record these assessments in a way that will enable teachers to set clear targets for the next stages of learning and mark the pupils' work with these targets in mind; and
- raise standards in information and communication technology.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Standards are average overall** by the time the pupils leave the school. Standards in science are above average and standards in information and communication technology are below average. Bearing in mind their below average attainment on entry, **pupils achieve well** to reach these standards, though this achievement is variable through the school, the rate of progress being much faster during their last two years.

#### Main strengths and weaknesses are:

- the above average standards in science;
- the good progress that the pupils make in Years 5 and 6;
- the progress that the pupils make in the class containing Year 3 pupils is slower than in other year groups;
- the improvement in standards in the last few years; and
- the unsatisfactory standards in ICT.

#### Commentary

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

Standards in:	School results	National results
reading	16.0 (15.8)	15.8 (15.7)
writing	13.4 (13.5)	14.4 (14.3)
mathematics	20.1 (18.2)	16.5 (16.2)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

1. Standards in the national tests in Year 2 in 2002 were average in reading, well below average in writing and in the top five per cent of all schools in mathematics. Standards have improved significantly since 2000, when they were well below average in mathematics and very low in reading and writing. Unconfirmed results for the tests in 2003 indicate that these standards have not been maintained. Although there has been a small improvement in standards in writing, those in reading, and particularly in mathematics, have fallen significantly. There are two major reasons for this fall in standards. The first is the disruption to these pupils' progress caused by a number of staff changes during the last year. The second is the proportion of pupils in this group who have learning problems.

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

Standards in:	School results	National results
English	25.7 (26.3)	27.0 (27.0)
mathematics	26.1 (24.6)	26.7 (26.6)
science	27.0 (28.7)	28.3 (28.3)

*There were 19 pupils in the year group. Figures in brackets are for the previous year.*

2. In the tests in Year 6 in 2002, standards were below average in English and mathematics and well below average in science. Once again there have been improvements in recent years leading to School Achievement Awards being gained in 2002 and 2003. The progress that these pupils make from their results in the tests in Year 2 four years previously is particularly



noteworthy. Unconfirmed results for 2003 indicate further improvements in all three subjects. Although girls have performed better than boys over the years in these tests, the inspection found no reason for this and all pupils are treated equally. The school has put in place procedures to improve boys' achievement, for example, by purchasing books of specific interest to boys.

3. Standards attained in the Foundation Stage are above average in all areas of learning except creative development and physical development, where they are average. These children are achieving well in all areas of development. The children's achievement has improved considerably since early last term. Previously there had been a number of changes of teacher which had adversely affected these children's learning. Achievement is now good in the mornings when these children are taught on their own. It is not so good in the afternoons, when the behaviour of a number of pupils in Year 1 with emotional and behavioural difficulties affects learning.
4. In Years 1 and 2 standards are below average in reading, writing and mathematics and below average overall. These overall standards are adversely affected by the high proportion of pupils with difficulties in these year groups. The pupils in Years 1 and 2 are now achieving satisfactorily, although they were achieving unsatisfactorily until this term. Much of the reason for this is the number of changes of teacher that these children have had in their short school career. Although this situation is now resolved, with a permanent appointment having been made, achievement is being negatively affected by the relatively high proportion of pupils with emotional and behavioural difficulties, who are affecting the learning of the class.
5. In Years 3 to 6 achievement is variable. It is sometimes unsatisfactory in the class containing Year 3 pupils and usually good in Years 5 and 6. By the time the pupils leave, standards in English and mathematics are average and in science they are above average. Standards in religious education are average and in ICT they are below average. Although the school has invested in new computers and training for staff, the new computer system has proved to be very unreliable and pupils have not had sufficient opportunities to use the equipment.

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

**The attitudes of the majority of pupils are good. Overall, behaviour is unsatisfactory. Other aspects of pupils' personal development are satisfactory. Their spiritual, moral, social and cultural development is satisfactory. Attendance is satisfactory,** being in line with the national average.

### **Main strengths and weaknesses are:**

- the school works hard to rectify inappropriate behaviour;
- a significant minority of pupils with emotional and behavioural difficulties affects the learning of others;
- the pupils support each other well; and
- the School Council is effective in raising self-esteem and involvement.

### **Commentary**

6. The school, together with the education welfare service, makes significant efforts to encourage regular attendance and this has improved since the last inspection. The vast majority of pupils arrive at school punctually and lessons begin on time.

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

Authorised absence	
School data	5.6

Unauthorised absence	
School data	0.3

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

- The attitudes to school of the great majority of pupils are good. They take an interest in the life of the school and in the wide range of activities that are provided for them. There are some opportunities for pupils to take responsibility and to show initiative. The support that they show towards each other in lessons, assemblies and at break times is good. The pupils' questionnaire recently conducted by the school and the school council are good examples of how the pupils are becoming more involved with their education and personal development.
- The presence of a significant minority of pupils with emotional and behavioural difficulties is having an adverse effect on the learning and behaviour of other pupils. The pupils agreed in their responses to the questionnaire that behaviour is a problem. The school works hard to address the issue of disruptive behaviour but the number, skill and experience of teachers and support assistants do not always match the needs of these pupils. The school behaviour policy is about to undergo a review in collaboration with the local authority behaviour support team. There were an unusually high number of exclusions during the last school year and one pupil was temporarily excluded during the inspection.

#### **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	111	8	0
White – any other White background	1	0	0
No ethnic group recorded	2	0	0

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

- Provision for the pupils' spiritual, social, moral and cultural development is satisfactory. In assemblies, some good spiritual moments were observed with pupils given time to reflect on and to consider their feelings. The personal, social and health education curriculum, including circle time, is effective. Whilst most pupils understand the difference between right and wrong, a minority does not understand the impact of their actions on others. The school council, the 'marmalade club'<sup>1</sup> and the school 'golden rules' encourage pupils to develop socially and morally. Year 6 pupils have recently visited the local 'lifeskills centre' and were enthusiastic about what they learned. There is a wide range of educational visits, visitors and of activities outside the classroom that all contribute to pupils' achievement and personal development.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The school provides a satisfactory education for its pupils.** This has improved recently for the youngest children and those in Years 1 and 2. It is now good for the children in the Reception class and satisfactory for the pupils in Years 1 and 2. It is sometimes unsatisfactory in the class containing Year 3 pupils and it is good for the pupils in Years 5 and 6.

#### **Teaching and learning**

**The quality of teaching is satisfactory overall, although it is good in the Reception class and Years 5 and 6, and is sometimes unsatisfactory in the class containing Year 3 pupils.**

**Main strengths and weaknesses are:**

<sup>1</sup> The 'marmalade club' is for a group of pupils who have social difficulties. It runs before school to help them to settle before school starts.

- teaching is inconsistent through the school;
- the challenge for higher attaining pupils is good in most classes;
- teaching in the Reception class is good and has a clear focus;
- learning support assistants are well trained, except for dealing with those with severe emotional and behavioural difficulties, and make a valuable contribution to the pupils' learning;
- learning objectives are often unclear and don't enable teachers to record assessments clearly or judge the effectiveness of their lessons; and
- homework is not used consistently to aid the pupils' learning.

## Commentary

10. The rate of pupils' learning through the school is variable due to the variations in teaching. It is now good in the Reception class and generally satisfactory for the children in Years 1 and 2, being slowed by the behaviour of a minority of pupils with emotional and behavioural difficulties. In the class containing Year 3 pupils, the pupils' learning is often unsatisfactory as they are not effectively challenged. The scrutiny of pupils' work in this class showed work to be at a low level and with all pupils expected to do the same work much of the time, despite there being two year groups in the same class. In Years 5 and 6, the learning is good, the weaknesses of the previous year groups being redressed. The levels of challenge are good in most classes, particularly in Years 5 and 6, as evidenced by the increasing proportion of higher levels gained in the national tests in Year 6 in recent years. The pupils were generally positive about the quality of teaching in the school.

### **Summary of teaching observed during the inspection in 28 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	12	14	2	0	0

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

11. In too many lessons there is an insufficiently clear focus on what is to be learnt during the lesson. This is not the case in the Reception class, where the teacher has a very clear idea of what it is she wishes to achieve during the lesson. In some other lessons, particularly in Years 5 and 6, there is a clear objective, which is shared with the pupils. Even when this happens, though, the opportunity for the pupils to become more involved in their learning is missed as the success of the pupils' learning of this objective is not often reviewed at the end of the lesson. This has the added impact of teachers being unable to record the pupils' successes in lessons. This shortcoming in assessment means that teachers have nothing on which to base their starting points for their future lessons. The pupils are not set clear targets and are unsure of what they have to do to improve. Homework is not used effectively to support learning. It is set irregularly and is often not related to what the pupils are doing in class.
12. The learning support assistants have been trained well and usually make a good contribution to the pupils' learning, particularly of those of lower ability. However, they do not have the necessary skills to deal with the needs of pupils with the levels of emotional and behavioural difficulties found in the school. These pupils spend much of their time having to be taken out of class and the headteacher or a learning support assistant tries to give them alternative learning experiences. These pupils do not enjoy the same learning opportunities as their classmates, although learning for other pupils is better when they are not there.

## The curriculum

**The curriculum is satisfactory overall.** It is good for the children in the Reception class and is enhanced well through the school by visits and visitors and a good range of extra-curricular activities. Accommodation is good and is used well as is the satisfactory range of resources.

## **Main strengths and weaknesses are:**

- the planning and provision for every area of the curriculum does not always ensure that all subjects are given adequate coverage, especially in the mixed age classes;
- the curriculum for the children in the Reception class is good;
- the curriculum is enhanced well through visits, visitors and the range of extra-curricular activities;
- good use is made of the accommodation and resources;
- the very good links with the High School and the beacon first school so that opportunities are created to share expertise and resources; and
- there are good quality, well-trained learning support assistants, though they are not sufficiently skilled for coping with the pupils with emotional and behavioural difficulties.

## **Commentary**

13. The use of the National Strategies in Literacy and Numeracy ensure the pupils' learning is rooted in the structures and framework which the strategies provide. The school rightly gives priority to these areas of the curriculum and provides further time to developing specific writing skills. This reduces the time available to cover other areas of the curriculum, including ICT, which are not receiving sufficient time to cover the plans which are at present in place.
14. The curriculum is not planned so that the pupils can recognise connections between different areas of learning and apply the skills they have learnt in literacy and numeracy across all the subjects. The pupils are therefore limited in the variety of tasks they are given which are sometimes uninteresting and do not enthuse them to learn. Planning for mixed age range classes is limited; insufficient attention is given to ensuring that all the pupils are conversant with the material they are using. The school endeavours to consider the needs of all its pupils and has sufficient teachers so that pupils are in smaller groups and are not all within mixed age range classes for part of the day.
15. Children in the Reception class are provided with a wide and different range of experiences covering the six areas of learning. There are well planned and structured activities which encourage them to work with each other, and within a larger group, but gives sufficient scope for them to initiate their own learning and develop their independence.
16. All pupils can take part in a range of activities covering sport, music and art. Older pupils are encouraged to use before and after school time to complete work or prepare for the day ahead by working in the classroom before school begins. The pupils take part in a residential visit by the time they leave the school. In addition, there is a varied programme of well-planned visits to support different areas of the curriculum during the school year. The school makes good use of the school's outdoor environs to promote learning in various areas of the curriculum, including mathematics and literacy. The very good and varied outdoor areas encourage the pupils to use their thinking and imaginative skills well.
17. The very good links the school has developed both with the local high school and within a partnership with a beacon first school have given the school additional support and resources. These provide further experiences and expertise to promote activities within the curriculum. The use of the sports facilities, the promotion of an Arts week and the use of the 'life-skills' project have all impacted well on pupils' learning. The initiatives support the resources the school can use and these are managed effectively by the subject leaders. They are easily accessible and in constant use. These developments are recent innovations and the school has made a good improvement in extending both the accommodation and the resources since the time of the last report.

## **Care, guidance and support**

**The school ensures that pupils are well cared for and protected. The support, advice and guidance that pupils receive about their achievements and their personal development are satisfactory. The school successfully involves pupils in its work and development.**

### **Main strengths and weaknesses are:**

- the good knowledge that staff have of pupils and their families and their pastoral needs;
- good liaison with outside agencies; and
- the pupils are settled well into school.

### **Commentary**

18. Policies and procedures for child protection and for promoting the health, safety and general welfare of pupils are good. Additional training in these areas for the mid-day supervisory assistants is planned for this term. The 'marmalade club' is a good example of how the school is pro-active in providing additional support for those pupils who need a calm and re-assuring start to the school day.
19. Teachers and support staff know pupils and their families well and cater for their needs effectively. However, the advice, support and guidance that pupils receive is based on an informal system of monitoring and recording their progress and personal development. Arrangements for the induction of pupils into the school and for their transfer to the next phase of education are good.
20. The school actively seeks and acts upon the views of pupils through the school council and pupils' questionnaires.

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

**The school's links with parents are satisfactory. The school's links with the local community are good. The school's links with other schools are very good.**

### **Main strengths and weaknesses are:**

- the very good links with other schools enrich the opportunities for pupils;
- the good links with the community enhance the curriculum; and
- reports do not give parents sufficient information about how their children are progressing.

### **Commentary**

21. Parents who responded to the pre-inspection questionnaire or who attended the parents' meeting have positive views of what the school provides and achieves. There is a minority of parents who disagree that pupils behave well, that they are kept well informed about children's progress, that the school consults parents and takes account of their views, and that the school provides appropriate homework.
22. The inspection evidence supports the misgivings of some parents about behaviour. Overall, the information that parents receive about their children's progress is satisfactory. The prospectus and annual governors' report to parents now comply with statutory requirements. Whilst pupils' reports describe what pupils know and can do, they do not give sufficient information about targets and strategies for improvement, nor do they provide information about how pupils in all year groups are doing compared with others of the same age, locally or nationally. There are a number of opportunities throughout the school year for parents to discuss their children's progress and to express their views, including a recent parent'

questionnaire. The majority of parents appreciate the openness of the school and the response they get to their concerns or suggestions. The inspection evidence supports the view of some parents and pupils that homework is not provided consistently across the school.

23. The school's links with the local community are good. Through educational visits and visitors, and through involving parents and members of the community to support a range of school activities and events, the school successfully maximizes the resources at its disposal. Despite not having a parish church, there are good links with the neighbouring Methodist chapel and with the parish church in the nearby town.
24. The links with other local schools, particularly with Trinity First School and with Writhlington School, are a strength of the school. The benefits that pupils and staff gain from these partnerships is significant and include curriculum initiatives (including some for the more able pupils), sports activities, staff development and technical support. The range of activities for those pupils in Year 6 who are moving to Year 7 is impressive and ensures a smooth and effective transfer.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school is satisfactory overall.** The headteacher and other key staff provide good leadership for the school. The school is well governed. Management is satisfactory overall.

### **Main strengths and weaknesses are:**

- the headteacher gives clear and effective leadership to the school;
- the subject leaders for English and mathematics are knowledgeable and lead their subjects well;
- some teachers have a heavy workload;
- management is hindered by the disproportionate amount of time that the headteacher spends tending to the needs of those pupils with emotional and behavioural difficulties;
- progress in ICT has been hindered by the inefficiency of the computer system; and
- the governors have good knowledge of the school and are effective in their management role.

### **Commentary**

25. The headteacher has a clear vision for the school and has ensured that it has made significant progress since she joined just under three years ago. The initiatives she has put in place have been largely responsible for the improvements in standards in recent years. She is well supported by her deputy and other staff, who share her vision for the future. Unfortunately, although her management skills are good, her management is not as effective as it might be, owing to the disproportionate amount of time that she spends dealing with pupils with emotional and behavioural difficulties. For example, during the inspection she spent almost an entire day looking after one or more of them. English and mathematics are particularly well led, with the subject leaders having a very clear view of what they want to achieve, this, despite the very heavy workload of one of these staff.
26. The governors are very clear about the strengths and weaknesses of the school and have been instrumental in helping the school to progress. They keep a careful check on the school's areas for development as well as on the finances. A larger than usual surplus has been carried forward for the last couple of years. This was saved for planned capital spending and to ensure that the school could retain a suitable level of staffing for the current year. By the end of this financial year, most of the surplus is planned to be spent.

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

Income and expenditure (£)	
Total income	362,573
Total expenditure	378,369
Expenditure per pupil	2,890

Balances (£)	
Balance from previous year	52,351
Balance carried forward to the next	36,555

27. Day-to-day administration is very efficient and the office is run well. Staff professional development is planned well and is closely linked, both to the school improvement plan and to individual needs. A good programme of monitoring of teaching and learning is planned, but so far most of this has been carried out by the headteacher. With her added responsibilities supporting pupils with emotional and behavioural difficulties, the monitoring has not rectified the variability in the quality of teaching. This is a relatively recent problem as the headteacher has dealt effectively with other problems with teaching in the past.

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

### **FOUNDATION STAGE**

**The provision for children in the Reception class is good.** This is a similar picture to that at the time of the last inspection. When they enter school, the children have had a limited range of pre-school experience at local playgroups. There is a good induction programme that helps the children to settle in. Parents are involved and they feel welcome through constant contact between home and school. Attainment on entry to the Reception class is below average overall. Whilst the current group of children has made good progress in a limited time, it is not the same for the previous cohort, which shows there are some greater differences in the ability of the children. The greater differences are within the emotional needs and levels of confidence the children display and in their response to school. By the time they leave the Reception class most of the current group of children are expected to have achieved above the expected standards in all areas of learning except for physical and creative skills, which are expected to be average. Whilst the physical and creative skills of last year's group are satisfactory, a significant number of pupils did not achieve the early learning goal<sup>2</sup> in language or mathematics. Teaching is good in the Reception class. The classroom support is good but is not sufficient to meet all the needs of the children throughout the day, especially when they are joined by Year 1 pupils in the afternoon. The classroom is interesting and well organised so that children can explore a diverse range of activities in addition to the structured tasks for the day. The area is conducive to the learning styles of young children and the teacher is working hard to stimulate an interest in and enthusiasm for the learning process. The mixed age range class does slow the progress of the Reception children when the demands and disruptive behaviour of some Year 1 pupils demands a disproportionate amount of the teacher's time.

#### **Main strengths and weaknesses are:**

- the reception age children do not always have a planned and specific curriculum related to their needs when they are in a mixed age class group;
- the behavioural management strategies and a reward system are not consistently used, especially in the Reception/Year 1 group;
- there are good relationships between the teacher and children; and
- the organisation of and the teaching in the Reception class is good.

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

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

#### **Main strengths and weaknesses are:**

- classroom management is good;
- the children are developing their confidence; they are working well with each other and within a larger group; and
- the children do not always work as confidently in the mixed age group sessions.

#### **Commentary**

28. The children at the time of the inspection have only recently entered school but they are already beginning to establish themselves in the various routines within the reception classroom. Their confidence is beginning to grow and some are already confident about taking a message, collecting the lunch trolley, and playing outside with the rest of the school. The range of incidental opportunities to encourage children to think and talk about their ideas is

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<sup>2</sup> The 'early learning goals' are the expected levels of attainment for children as they start the subjects of the National Curriculum in Year 1. 'Stepping stones' are the steps leading towards these goals.



good. The teacher has established a clear routine and set up a wide range of different and interesting activities, which the children can select themselves, and they recognise that tidying up is their responsibility at the end of each session. They are careful about how to store their own possessions and are reasonably independent about getting dressed and undressed for physical activities. The afternoon sessions are not as successful because the structure of some lessons is disturbed by the disruptive behaviour of the influx of Year 1 pupils. The learning support assistants are not yet in a position to support children who are misbehaving in the lessons.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses are:**

- the good use of resources to promote learning in this area; and
- there are too few labels and questions around the classroom to assist the development of the children's reading skills.

### **Commentary**

29. Every opportunity is taken to promote the children's communication skills. The very good relationships between the adults and children enable the teacher to use the opportunities children create in their self-selected activity time to promote good but succinct discussions and extend their vocabulary. Within the planned sessions to promote children's literacy skills, the good use of a story about 'The Bear Hunt' enthused the children and they quickly recognised the story. The excitement in learning and developing children's language grew as the children went on their own bear hunt through the school grounds. The adults used the opportunity to promote a range of vocabulary and capitalise on the children's interest very well. The children are already beginning to recognise initial sounds, their names and use the computer to make marks and match letters. They are making good progress and most are likely to achieve the early learning goal in this area.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses are:**

- the interest children display in number is extended well; and
- the teaching of this aspect is good.

### **Commentary**

30. The well-organised classroom promotes the children's interest in numbers well. The children respond with interest and enthusiasm to the promoted number activity. They count confidently to ten and count both forward and backwards. The more able children are extended well in individual situations, recognising number bonds to 20, using both addition and subtraction. The teacher uses the very good outdoor facilities to promote mathematical discussions about shapes. The well-planned activities promote the good use of mathematical language and children respond very well, discovering shapes and describing them as a "hopscotch square" and "the tyre is a circle". The children are encouraged to develop their own ideas and look for the same and different shapes, using the correct mathematical terms.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

**Main strengths and weaknesses are:**

- the children are interested and curious about the world around them; and
- the interest is developed very well by the good use of the local resources.

### **Commentary**

31. The good use of a theme throughout the week linking all areas of learning simulates the children to explore a good range of maps and aerial photographs to identify where they live. The good use of questions and comments enables most children to recognise a simple route to school and key features in the village. They work together well and are eager to share new information with each other, promoting understanding well in this area of learning. The 'Bear Hunt' journey promoted language relevant to the type of environment bears could live in and a child explained the discovery of a puppet lion and not a bear in the clump of trees as: "Because bears live in caves, not in our forest." The teacher uses the buildings and grounds well as a resource to enhance the children's understanding about the world around them. The children are curious about the computer and are developing mouse and keyboard skills well when they use the computer to match numbers and letters, colour recognition and drawing lines on the screen to form a pattern. They are careful about using tools and materials and are encouraged to think carefully in self-directed activities about how to achieve the desired result. The resources are constantly changed so children are experimenting and already refining their skills and knowledge about the brushes, pencils and crayons they can use.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

**Main strengths and weaknesses are:**

- to extend the range of opportunities to develop children's physical skills.

### **Commentary**

32. The children are not well aware about the use of movement and are slowly developing the skills which are needed to develop a sequence of movements. These lessons are usually conducted in a mixed age group session. The younger children are learning how to work within the group and are less responsive to the teacher's direction to use space and change the speed and flow of their movement. The initial sessions are well managed and the children made satisfactory progress in the lesson observed.
33. The children are responsive to the teaching about how to use the pencils, paint and collage materials. They are at the early stages of development when using cutting and mark-making skills. They are making progress and are well supported by the learning support assistants who are noting and encouraging the children's endeavours.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

**Main strengths and weaknesses are:**

- the range of activities are prepared well so that pupils can choose which area they want to explore at various times throughout the day.

## Commentary

34. The activities are well planned to support the main teaching focus and extend the children's ideas well. A mixed group of children pursue a range of tasks in the home corner. They are imaginative in their play and act out a variety of familiar situations very well. They are encouraged by clearly focused comments and questions from the adults to use the correct vocabulary and sentences as they communicate their ideas.
35. Mark and pattern making skills are good and the quality of the children's art is developing well because the area and resources are well managed. The children are encouraged to talk about their work and the more able children respond well to suggestions about how to improve their painting and share their work with the group.
36. They enjoy making music and respond well to singing a range of rhymes and songs, both within collective worship and in the classroom, where most sessions include some element of listening and responding to different sounds. The teacher uses these opportunities to good effect, developing a sense of rhythm and pitch.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory** but is not consistent over the school as a whole.

#### Main strengths and weaknesses are:

- the quality of teaching is too inconsistent;
- learning support assistants make a valuable contribution to the pupils' learning;
- the very effective links with a local beacon school;
- provision for the pupils with SEN is unsatisfactory;
- assessment is not used to help teachers plan for the next stages in learning;
- the standard of reading in Year 6 is above average; and
- the breadth of curriculum opportunities in this subject is good, although literacy is not used effectively in all subjects of the curriculum.

## Commentary

37. Although the quality of teaching in English is satisfactory overall, it varies from good to unsatisfactory across the school. This has an impact on standards and the equality of opportunity for pupils. In particular, the pace of lessons is often too slow with pupils spending too long listening to the teacher, with too little time left for writing activities. There are variations in the way the daily guided reading session is used and in some classes this is insufficiently structured with purposeful activities. Higher attaining pupils are sufficiently challenged in most classes but one third of pupils do not achieve the nationally-expected standard by the end of Year 6.
38. Learning support assistants are well trained and work well with teachers. Good systems of observation, reporting and communication are in place. However, provision for the pupils with SEN is unsatisfactory as too much support time is devoted to a minority of pupils with emotional and behavioural difficulties at the expense of larger numbers of pupils with learning difficulties. As a result, the latter group of pupils make insufficient progress. The Year 1 pupils in the mixed Years 1 and 2 class make insufficient progress as the additional support in that class is largely devoted to pupils with severe emotional and behavioural difficulties.
39. The subject is well led by a knowledgeable and enthusiastic subject leader. There has been insufficient monitoring of teaching and learning, although a plan is in place to address this. The

implementation of new initiatives has been slow. Effective assessment procedures are in place, which are used well to track pupils' progress; they are insufficiently used to help teachers plan for the next stage of learning and to raise achievement. Target setting is not consistently and effectively implemented and the overall quality of teachers' marking is unsatisfactory.

40. There has been satisfactory improvement since the last inspection. However, the pace of improvement has been slow and recent initiatives in the teaching of literacy have yet to be implemented. Teachers are confident with the requirements of the National Literacy Strategy but have not adapted it sufficiently to meet the needs of their pupils. Links with a local beacon school have been beneficial in improving the quality of teaching and learning.
41. Evidence from the scrutiny of work indicates a good balance in lessons between grammatical exercises and opportunities for writing for different purposes. Higher attaining pupils write extensively, using accurate spelling and punctuation and a wide vocabulary. Evidence from the scrutiny of pupils' work for the previous academic year indicates inequalities in provision for pupils in the same year group but different classes and between different groups of pupils within the same class. This is evident from the quality of marking, which varies between classes and was also more helpful and detailed for higher attaining pupils. There was little evidence in pupils' books of teachers setting work to match the needs of different abilities or age groups within the class. The work in pupils' books suggested that insufficient support was being provided for lower attaining pupils. Frequent staff changes have also had an impact on the continuity of pupils' learning, particularly in Years 1 and 2. Schemes of work for improving spelling and handwriting have had a measurable impact over the last two years. With a stable staffing structure and adequate resources in place, the school is now in a position to implement further initiatives to improve the quality of teaching and learning in English.

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

Literacy skills are insufficiently used in other areas of the curriculum. In particular, there are too few opportunities for extended writing in history, geography and religious education.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

#### **Main strengths and weaknesses are:**

- the good progress made since the last inspection;
- systems of assessment do not give teachers information that they can use to plan the next stage of learning for their pupils;
- the good progress that the pupils make during their time in the school, particularly in the last two years;
- the pupils' achievement is variable through the school;
- the above average standard of the pupils' number work; and
- the very effective links with the beacon school.

#### **Commentary**

42. The pupils make good progress from below average attainment on entry to the school to reach average standards by the time they leave. They achieve well, though this achievement is variable through the school. There have been a number of staffing changes in Years 1 and 2 in the last year and this has hampered the progress of these pupils. However, the situation is now more stable and the pupils currently in these year groups are achieving satisfactorily. They are not achieving better than this owing to the high proportion of pupils with emotional and behavioural difficulties in this class, who are occupying a disproportionate amount of the

teacher's time. The pupils achieve unsatisfactorily in the class containing Year 3 pupils owing to the fact that most of the pupils are often expected to do the same work, despite being taught in a mixed age class. Progress accelerates considerably in Years 5 and 6, where the teaching is lively and pupils are interested and involved. Many of these pupils are achieving very well and good levels of challenge are offered to the more able pupils in these classes. For example, in one lesson even the mental work at the start of the lesson contained work challenging pupils at all levels. This was a test of their knowledge and speed of recall of their multiplication tables, but the more able were expected to work some with decimals. The less able were well supported by the teacher and learning support assistant in working with less demanding, but still challenging, multiplications.

43. One of the strengths of the pupils' work is in number, where they are mostly quick and accurate. For example, most of the pupils in Year 5 are confident with their multiplications, even at this early stage in the year. Coverage in other areas of the curriculum is thorough as the planning of the National Numeracy Strategy is followed. Staff training has been good and teachers are confident in their knowledge of the subject. A significant contributor to this confidence is the benefit gained from the links with a local beacon school. The joint meetings of subject leaders and teachers to share planning have had a good impact on pupils' achievement.
44. Systems of assessment are thorough and are used well to measure the progress of the pupils from year to year. However, the results of assessments are not recorded in a way that enables teachers to know exactly what each pupil knows and understands so that they can meet their needs in the future. Although targets are set, these are often rather generalised and not specific to the learning needs of the pupils.

### **Mathematics across the curriculum**

Mathematics is satisfactorily used in other subjects of the curriculum. For example, tables and graphs are used in science to record results. Pupils use their skills of measuring in design and technology.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses are:**

- the clear sense of direction and good leadership of the subject leader;
- the assessment of pupils' work lacks rigour and is not clearly focused to assist planning the next stages of learning;
- marking lacks focus and is inconsistent;
- there is little monitoring of science teaching and learning throughout the school;
- the quality of pupils' work in Years 1, 2 and 3 is not as good as in the rest of the school;
- resources are good and used particularly well in Years 5 and 6; and
- the pupils, particularly in Years 5 and 6, undertake a good variety of investigations.

#### **Commentary**

45. The pupils make good progress during their time in school. Standards in the subject at the end of Year 2 are average but rise to well above average by the end of Year 6. This is because the school has developed a rolling programme so that pupils cover all areas of the science curriculum, which accommodates the needs of mixed age groups. Standards have risen year on year and more pupils are achieving the higher levels in national tests. Pupils make rapid progress in Years 5 and 6 because of the good teaching they receive in these year groups. Teaching overall is good. The pupils are interested in their science work and are eager to plan

and conduct an investigation. In Year 3, the teacher used the resources of the play park and the school to conduct an interesting experiment to measure friction. The good use of how and why questions result in the pupils understanding how friction affects the performance of a moving object. The pace of the lesson was slowed because of the disruptive behaviour of some pupils. However, the pupils made satisfactory progress by the end of the lesson, but did not record the results effectively.

46. The planned curriculum is well managed by the subject leader, who has recently modified the plan to evolve over three years. The mixed age range classes are accommodated but the lack of different tasks for both the age and ability of pupils in some classes slows the progress of many pupils. The tasks, which are often the same, do not challenge the more able and confuse the less able. The quality of pupils' work and the progress they make over time in Years 2 and 3 is unsatisfactory.
47. In Year 6, the pupils are focused on achievement and revisiting previous knowledge. They make very good progress both in lessons and over time. The good use of different and clearly focused tasks improves both the quantity and quality of pupils' work. Work is clearly marked and pupils are provided with clear guidance about how to improve their work. This is very different from the rest of the school. Marking lacks rigour and, because pupils have no clear learning objective, there is no method or criteria to measure the progress or the next steps the pupils need to make better progress.
48. The subject leader has a clear sense of direction and has focused on raising standards by providing support and ideas to improve the quality of teaching and learning throughout the school. There are at present no opportunities to monitor the quality of teaching and learning in the classroom. The school has a good range of resources to promote the different areas of the science curriculum. They are used well and, in addition, the school grounds provide a good range of natural resources, which are used effectively in the course of investigations.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses are:**

- standards being achieved are below average;
- there is a good range of curriculum opportunities planned;
- there is a good number of computers available; and
- the confidence of teachers in their knowledge of the subject is good.

### **Commentary**

49. Raising standards in ICT was a key issue at the time of the last inspection and, although progress has been made, standards are still below average. The school set up a well-equipped new computer suite about two years ago, but since then the computers have been plagued with problems. These were such that the suite has hardly been fully in operation until the time of this inspection. This recent improvement has largely come about due to the school changing its service contract to the technical department of the local high school, with whom there are very close links. This lack of opportunities has had serious implications for the standards being attained.
50. The opportunities now planned are good, although many of the older pupils are having to work at levels below those expected, due to their lack of background in the subject. In the lessons seen, the teachers were confident and taught skills well, although these skills were at a below average level. Only in one class were the skills being taught at an unrealistically low level. In this class, the pupils were being taught one simple word-processing skill, which many of them knew already and which was not linked to other related skills. In other classes, the teachers

are doing their best to hurry along the rate of progress so that the pupils can catch up and attain standards of which they are capable.

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

Using ICT in other subjects is at a very early stage of development. Some use has been made in English, where pupils are using word-processing skills to develop their work. In mathematics, the pupils use spreadsheet programs to display and graph the collection of data. Some use is also made of the Internet for research in subjects such as history.

## **HUMANITIES**

### **Religious education**

Provision for religious education is **satisfactory**.

#### **Main strengths and weaknesses are:**

- a good new scheme of work is in place based on the local authority guidelines;
- the subject leader is knowledgeable and enthusiastic and gives good support to colleagues;
- there is too little work recorded in pupils' books;
- there is an emphasis on the personal and moral aspects of the curriculum at the expense of pupils' knowledge and understanding of different world religions; and
- work is insufficiently matched to the different age groups and abilities of pupils in mixed age classes, and as a result, what pupils learn and understand is not built on systematically as they move through the school.

#### **Commentary**

51. On the basis of wall displays and work in pupils' topic books, there is satisfactory coverage of the recently-introduced scheme of work. However, there are too few examples of extended pieces of writing which demonstrate pupils' in-depth knowledge of the major world religions. In the lessons observed during the inspection, there was a strong emphasis on the social and moral aspects of the topics being studied and insufficient emphasis on their connection to Judaism or Christianity. Pupils of different abilities and age groups within the same class were all doing the same activity rather than tasks which matched their different levels of understanding and range of learning needs.

### **Geography and History**

Provision is judged to be **satisfactory**. No geography lessons were observed during the inspection and only two history lessons. Evidence is therefore based primarily on wall displays and work in pupils' books from the previous academic year.

#### **Main strengths and weaknesses are:**

- good use is made of visits;
- good use is made of the immediate locality;
- there is too little work recorded in pupils' books in both subjects;
- there is insufficient evidence of the systematic development of independent research skills;
- there are no procedures in place for assessing pupils' attainment; and
- good use is made of a range of visitors.

#### **Commentary**

52. There is satisfactory coverage of schemes of work based on national guidelines. Although most of the work in history and geography is recorded in topic books, along with work in

science and religious education, no specific links are made between the different areas of the curriculum. There is too little work recorded in pupils' books in both subjects. In particular there is a lack of extended pieces of writing. There are missed opportunities for developing pupils' literacy skills through work in history and geography. There is an appropriate emphasis on the development of subject-specific skills as well as developing pupils' factual knowledge. For example, pupils in Years 5 and 6 are taught the difference between primary and secondary sources of evidence. There is insufficient evidence of the systematic development of independent research skills, including the use of information technology, to reinforce and extend pupils' learning.

53. Good use is made of visits and visitors to enhance the pupils' learning. This includes a residential visit and a range of visitors to give pupils a greater understanding of the areas being studied. Good use is made of the surrounding area, for example, when comparing life in Writhlington with a village in India. The teaching in the two lessons observed was good. Lessons were well prepared and teachers used lively and imaginative strategies to capture pupils' enthusiasm. There are no procedures in place for assessing pupils' attainment. As a result, pupils' learning is not built on systematically as they move through the school. Tasks are insufficiently matched to the learning needs of different age and ability groups. There are a sufficient number of positive elements within the provision to enable the school to build on the existing scheme of work and develop meaningful links between different subjects.

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

### **Art and design and Design and technology**

Provision is **satisfactory**, mostly because of the recent provision of a creative arts week for all pupils.

#### **Main strengths and weaknesses are:**

- the links with the beacon first school resulting in the arts week are good;
- the pupils in Year 6 are aware of the processes required and have used their skills to extend their designs and evaluate fully all their ideas;
- the planning and coverage for both subjects is limited; and
- timetables have constrained the opportunities the pupils have to explore a limited range of topics to sufficient depth.

#### **Commentary**

54. Standards the pupils achieve in both subjects by the end of Year 6 are satisfactory. The judgements are based on a limited amount of evidence available in the school and one design and technology lesson. The pupils' progress in observational drawing is good and has been enhanced by the teaching throughout the school of different techniques required to look at details. The pupils in Year 6 used digital photographs to complete a self-portrait of themselves. They used the effects of light and shade well and are aware of the need to consider fine detail. Teaching is judged to be satisfactory overall but in some classes the pupils are not challenged sufficiently to improve their skills or refine their techniques.
55. It is a similar picture in design and technology; the pupils make good progress in Years 5 and 6. By the end of Year 6 they have designed and refined their original plans and then made, using a good variety of techniques, a range of hats for different sports and leisure purposes. Their careful evaluations of whether their design is successful are good. The attention to detail and consideration of other ideas is a good feature of the end product.
56. The subject management for art and design has recently been re-allocated and a fresh audit has provided the new subject leader with a clearer vision about how to improve and enhance



the quality of pupils' work, in addition to ensuring all areas of the curriculum are covered as pupils progress throughout the school.

57. The time allocated to both areas is in line with national guidance but isn't fully utilised to raise the standards in both subjects for all pupils. Resources are adequate and well organised but they have not been used sufficiently to enable pupils to develop a range of skills. Younger pupils have not had the opportunity to experiment with a variety of media or materials. Their ideas and results are limited and there are insufficient opportunities for them in order to raise standards in both subjects.
58. Links with the beacon first school have given the school the opportunity to develop a range of skills and ideas using artists and performers so that pupils can experience and observe art in action. The different materials, for example, willow-weaving to make sculptures of different animals, promote both a range of techniques and discussion about the end product.

## **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses are:**

- the quality of singing;
- the range of curriculum opportunities;
- the opportunities to play instruments and to be involved in large-scale events;
- the lack of musical expertise of some teachers; and
- opportunities are missed to raise the profile of the subject.

## **Commentary**

59. Although a limited number of lessons was seen during the inspection, it is possible to establish, from displays, assemblies and talking to pupils, that standards are average. Singing in assembly is tuneful, enthusiastic and has due regard to dynamics. The pupils in Year 6 compose their own music, moving from their own systems of recording to standard musical notation. This resulted in a performance of their own composition. Younger pupils follow rhythms well using their bodies or untuned percussion. A good range of curriculum opportunities is assured by the following of a commercial scheme of work. Some teachers struggle with the technical aspects of the subject, though the scheme of work gives them security in what they are doing.
60. There are a number of good opportunities for pupils to extend their musical expertise. For example, lessons can be taken in violin and singing. The subject leader runs a popular recorder group, which was practising during the inspection for a special service at harvest time, accompanied by other pupils on keyboards, and making a pleasant sound. Pupils are involved in a musical event later this term at the beacon first school. Some opportunities are missed to raise the profile of music. For example, pupils do not always sing during assemblies, despite the positive contribution that this makes to the occasion. Although music is played as the pupils enter and leave assemblies, this is chosen by pupils and there is no focus to the music or comment made.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses are:**

- the range of equipment and the accommodation; and

- the range of opportunities outside the curriculum.

### **Commentary**

61. There was very limited first hand evidence during the inspection, and insufficient to make a valid judgement on standards being achieved. In the lessons seen, standards were appropriate for the age of pupils in the group. The full range of physical education activities is planned within the curriculum. Swimming is organised so that the older pupils in the school have an opportunity to go for at least one term each year. This results in most being able to swim by the time they leave. There is also a wide range of opportunities outside the curriculum, bearing in mind that this is a small school. Boys and girls have opportunities to represent the school in football and other sports and there is a variety of other after school clubs, netball for example.
62. The subject is well resourced with good equipment for games and gymnastics. Good use is made of the new hall, which is generously sized for pupils of this age. The outdoor space is also good and used well.

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

Provision in personal, social and health education is **good**.

#### **Main strengths and weaknesses are:**

- the range of provision; and
- the levels of care and concern.

### **Commentary**

- 63 The school's levels of care and concern are good, and there is a range of informal and regular provision for the pupils' personal development. For example, the older pupils were able to talk about the drugs and alcohol abuse awareness programme that is followed and sex education is enhanced by visits from outside agencies. These programmes have had a positive effect on the pupils' understanding of their development and health. The school works hard to develop the pupils' social skills. During the inspection, the pupils in Year 6 visited a life skills centre in Bristol. There is an insistence on high standards of social behaviour in the school, but this is often thwarted by the behaviour of a significant minority who have emotional and behavioural difficulties. Despite this, most have a good awareness of the impact of their actions on others. Each pupil is regarded as being an individual and their background and needs are well-known to staff. There is good development of their personal qualities because of this.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
<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	5
How well the curriculum meets pupils' needs	4
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	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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