

INSPECTION REPORT

ST SAVIOUR'S C OF E JUNIOR SCHOOL

Larkhall, Bath

LEA area: Bath and North East Somerset

Unique reference number: 109153

Headteacher: Mr Kevin O'Shea

Lead inspector: David Westall

Dates of inspection: 13th – 15th October 2003

Inspection number: 257952

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	179
School address:	Brookleaze Place Larkhall Bath
Postcode:	BA1 6RB
Telephone number:	(01225) 310137
Fax number:	(01225) 338684
Appropriate authority:	The governing body
Name of chair of governors:	Dr C Selmes
Date of previous inspection:	5 th July 1999

CHARACTERISTICS OF THE SCHOOL

There are 179 pupils on roll, aged between seven and eleven years, and they are taught in seven classes. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average, while the percentage of pupils identified as having special educational needs is above the national average. Three pupils have statements of special educational need. There are no pupils at an early stage of English language acquisition and a small minority of pupils who are known to be from minority ethnic backgrounds. On entry to the school, there are variations in the standards reached by pupils from year to year. They were broadly average when the current Year 6 pupils started at the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science, art and design, design and technology, music
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English, history, religious education
2420	Brian McCutcheon	Team inspector	Mathematics, information and communication technology, geography, physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school where pupils' achievements are satisfactory, overall. It has a range of key strengths, including the current quality of teaching, and is well placed to improve further. The school is inclusive and is effective in promoting pupils' personal development. The leadership and management provided by the headteacher and key staff are sound, and the governors are well informed. However, the school needs to be more rigorous in its evaluation of provision in most subjects. Overall, the school provides satisfactory value for money.

The school's main strengths and weaknesses are listed below.

- The teaching is good, overall.
- Pupils achieve well in science and standards in the subject are above average in Year 6.
- The school is inclusive and makes good provision for pupils with special educational needs.
- Pupils' attitudes and behaviour are good, and relationships are very good.
- Very good provision is made for pupils' moral and social development, and good provision is made for their spiritual and cultural development.
- The school is a caring community where pupils' welfare is a high priority.
- Most teachers who are responsible for leading and managing subjects (co-ordinators) do not monitor and evaluate provision with enough rigour.
- Assessment procedures need improvement in most subjects.
- The governors are well informed and play a key role in shaping the school's work.
- The school has not completed its race equality policy.

The school has made good progress, overall, since its last inspection in 1999. The quality of teaching has improved and curriculum planning has become more coherent and effective. The school's results in the statutory assessment tests (SATs) in 2003 were a notable improvement on those reported in the last inspection, and the school has successfully addressed the underachievement of pupils in information and communication technology (ICT), and design and technology, which was identified in 1999. The school improvement plan now provides a clearer guide for the school's work, and the headteacher's monitoring procedures are more rigorous. However, the monitoring and evaluation of provision by most subject co-ordinators remains a weakness.

STANDARDS ACHIEVED

The table below shows that **the results of the SATs in Year 6 in 2003 were above the national average in English and were well above the national average in mathematics and science.** These results were an improvement on those achieved in 2002.

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

*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.*

Inspection findings show pupils' achievement is satisfactory overall. Inspection findings reflect the school's positive SATs results in 2002 and 2003 in science, and show that current standards in the subject are above average in Year 6. These standards represent good achievement. In English and mathematics, current standards are not as high as in the 2003 SATs

results, and more closely reflect the school's results in 2002. In these subjects, current standards are average in Year 6, and represent satisfactory achievement. Gaps in the previous learning of middle and lower attaining pupils are restricting overall standards in English and mathematics in Year 6. In ICT, art and design, and design and technology, standards are average and represent satisfactory achievement. Insufficient evidence was available to judge pupils' standards in other subjects. Pupils with special educational needs achieve well in relation to their starting points.

Pupils' attitudes and values are positive and their behaviour is good. Relationships between pupils and between pupils and adults are very good. **The school makes very good provision for pupils' moral and social development, and good provision for their spiritual and cultural development.** The attendance rate is satisfactory.

QUALITY OF EDUCATION

The quality of education provided is satisfactory, and is well set to improve as a result of good teaching. Pupils' attitudes and values are promoted effectively, and pupils learn to relate well to others. The curriculum provides sound opportunities for pupils to learn across an appropriate range of subjects and good provision is made for pupils with special educational needs. Good teaching is securely established in science and results in pupils' good achievement in the subject. In English and mathematics, the teaching has enabled pupils in Year 6 to make satisfactory overall progress in their learning. Deficiencies in the previous learning of some pupils in these subjects have been correctly identified and are now being addressed well through good teaching. Assessment procedures are good in English and mathematics, but otherwise need improvement.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school by the headteacher and key staff are satisfactory, and governance is good. The headteacher has a quiet and unobtrusive style and his leadership and management skills are sound overall. The school has a clear sense of direction and there are key strengths in the leadership and management of provision in English, mathematics and for pupils with special educational needs. However, the monitoring and evaluation roles of most subject co-ordinators are under-developed, and this restricts their impact on pupils' achievement. The governors are astute and well informed. While being highly supportive, they are able to ask the school challenging questions to hold it to account. The governors appropriately recognise they need to finalise the school's written policy on race equality, otherwise statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views are positive overall. However, some parents believe the leadership has not been sufficiently determined to improve the accommodation. Inspection findings do not support this view and recognise the limitations of school finance to resource major improvements.

IMPROVEMENTS NEEDED

The most important things the school needs to do are listed below:

- Improve the monitoring and evaluation roles of most subject co-ordinators.
- Improve assessment procedures in most subjects.
- To meet statutory requirements, ensure that the school's race equality policy is completed.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Average overall. Pupils' standards are above average in Year 6 in science and are average in English, mathematics, information and communication technology (ICT), art and design, and design and technology. Insufficient evidence was available to judge standards in other subjects. Pupils with special educational needs achieve well in relation to their starting points. Taken as a whole, the standards reached in Year 6 represent satisfactory achievement.

Main strengths and weaknesses

Strengths

- Pupils achieve well in science, and standards are above average in Year 6.
- Pupils with special educational needs achieve well in relation to their prior attainment.

Weaknesses

- In mathematics, the achievement of many middle and lower attaining Year 6 pupils has been restricted by their slow progress in Year 5 in the last academic year.
- In writing, gaps in pupils' previous learning account for some of the weaknesses that are present in their work in Year 6.

Commentary

Standards on entry to the school

1. There are variations, from year to year, in the attainment of pupils on entry to the school. Overall, they were broadly average when the current Year 6 pupils started.

The school's results in national tests

2. The table below shows the results of the standard assessment tests (SATs) in Year 6 in 2003 were above the national average in English and were well above the national average in mathematics and science. These results were above the average results of similar schools in English and well above the average results of similar schools in mathematics and science. The 2003 results were an improvement on those achieved in 2002, which were average in English and mathematics and above average in science. The 2003 results were also notably higher than those reported in the last OFSTED inspection in 1999. The school's own targets for percentages of pupils reaching the expected levels in 2003 were just missed in English but were exceeded in mathematics.

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

Standards in:	School results	National results
English	27.7 (27.3)	27 (27)
Mathematics	28.4 (26.9)	27 (26.7)
Science	30.1 (29.5)	28.8 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

Inspection findings

3. Inspection findings reflect the school's positive SATs results in 2002 and 2003 in science, and show that current standards in the subject are above average in Year 6. These standards

represent good achievement. In English and mathematics, current standards are not as high as in the 2003 SATs results, and more closely reflect the school's results in 2002. In these subjects, standards are average in Year 6, and represent satisfactory achievement. Gaps in the learning of middle and lower attaining pupils are restricting overall standards in English and mathematics in Year 6. These weaknesses are being addressed rigorously this term, and this is evident in the good progress which pupils were making in lessons observed in these subjects during the inspection.

4. In ICT, art and design, and design and technology, standards are average, and represent satisfactory achievement. When the school was last inspected, standards were also average in art and design. However, the school has improved standards in ICT and design and technology, which were too low at the time of the last inspection. Insufficient evidence was available to judge pupils' standards in other subjects, due to timetabling arrangements and a lack of evidence of pupils' completed work. The school had not saved work from the previous educational year in most subjects, and only limited examples were available for examination from the current educational year, due to the timing of the inspection.
5. Pupils with special educational needs achieve well in relation to the targets in their individual education plans and the overall achievement of the most able pupils is sound. There is no significant difference between the standards achieved by boys and girls, and pupils from minority ethnic backgrounds do as well as their peers.

Pupils' attitudes, values and other personal qualities

Good overall. Pupils' attitudes, values and other personal qualities are good. Most enjoy school and all apply themselves well to learning. They establish very good relationships with their peers and with adults. Behaviour is good, with no recent evidence of bullying or harassment. Provision for pupils' spiritual and cultural development is good, and provision for their moral and social development is very good.

Main strengths and weaknesses

Strengths

- Relationships are very good.
- Behaviour is good.
- There is freedom from bullying and other forms of harassment.
- Pupils have good attitudes to learning.
- Good provision is made for pupils' spiritual and cultural development, and very good provision is made for their moral and social development.

Weaknesses

- The level of unauthorised absence is too high.

Commentary

Attitudes and behaviour

6. Most pupils say they enjoy school and all it offers. In conversations with inspectors, they admit to preferences in subjects, but in lessons they apply themselves well in all. Because teachers show them the standards to which they should aspire, they work hard and try to meet their teachers' expectations. They value the help they are given, particularly if they find some aspects of their classwork difficult. Pupils also appreciate the many clubs and enrichment activities they are offered, and they talk with enthusiasm about particular events, such as the time they learned to perform Indian dances. Like their peers, pupils with special educational

needs approach learning positively. They value the help they are given, work well with all staff and with other pupils, and do their best to apply what they are taught.

7. The school sets high expectations for behaviour and pupils comply with established practices and procedures. Their behaviour in and around the school is calm, orderly and thoughtful. Taught to consider others, they befriend pupils who seem lonely, and they protect the vulnerable, especially in the playground. In lessons, they support one another quietly when they see that help is needed, for example, to find words in a dictionary or to help someone less proficient in the use of computers. They form very good relationships with their peers and with adults. There have been no recent exclusions and there is no evidence of bullying, racial or other harassment.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.8
National data	5.4	National data	0.5

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

Attendance

8. Although levels of attendance at the school fell below national average in 2001/02, a significant improvement last year has restored it to a level that is now satisfactory. However, unauthorised absence continues to be above national average and this is unsatisfactory. The majority of pupils arrive in good time but there is scope to encourage better punctuality.

Spiritual, moral, social and cultural development

9. The school provides very well for pupils' moral and social development, and good provision is made for their spiritual and cultural development.
10. Through their own conduct, and by valuing each pupil equally, staff present themselves as good role models. The ethos of the school promotes and reflects respect, and pupils' moral and social development, in particular, is underpinned by the very good relationships that exist at all levels. The strong emphasis on inclusion means that pupils, in their turn, do their best to include and to help others. For example, they are involved in reading partnerships with younger pupils, some from the infants school, and they monitor playground activities as 'buddies', making sure that everyone has a friend, particularly when signs of distress or loneliness are detected. In Year 3, following the example of leaders in communities, pupils are encouraged to become 'secret angels', with very practical missions to help others within the school community. Through assemblies, personal, social and health education (PSHE), and certain aspects of religious education, pupils are made very aware of the difference between right and wrong, and of their own power and responsibility to make a difference in others' lives.
11. Provision for pupils' spiritual development is good, overall. In religious education, pupils learn about principles and beliefs common to all major religions and about the different ways in which religious faith is expressed, for example, through ceremonies, dance, art and design. Clergy from local Christian churches lead assemblies, and pupils attend church services at high points in the Christian calendar. Daily acts of collective worship meet statutory requirements and promote spiritual, moral and social themes. Time for reflection is brief on these occasions, but evidence shows that PSHE helps to focus pupils' thoughts on spirituality through self-awareness. In Year 3, pupils learned at first hand about religious faith as a driving force in the lives of individuals when they interviewed a Christian and a Moslem about their respective beliefs.
12. Good provision is made for pupils' cultural development. A wide variety of clubs gives pupils opportunities to engage in a range of sporting, musical, recreational and cultural activities. Visits and visitors regularly enhance their experience and learning in subjects such as history, music and art. Special events, such as recent visits by an Indian dancer and by an Indian

painter, bring studies to life, while an established link with a school in India gives pupils valuable insights into a different culture. In English, pupils are encouraged to read widely, and annual drama productions involve the whole school.

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	138	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Black or Black British – Caribbean	1	0	0
Chinese	2	0	0
No ethnic group recorded	26	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

13. **The quality of education provided is satisfactory, and is well set to improve.** Pupils' attitudes and values are promoted effectively, and pupils learn to relate well to others. The curriculum provides sound opportunities for pupils to learn across an appropriate range of subjects and good provision is made for pupils with special educational needs. Good teaching is securely established in science and results in pupils' good achievement in the subject. In English and mathematics, the teaching has enabled pupils in Year 6 to make satisfactory progress, overall, from their starting points on entry to the school. However, there are important gaps in pupils' previous learning in these key subjects which are restricting, in particular, the achievement of the middle and lower attainers in Year 6. These deficiencies have been identified and are now being addressed well through the good teaching which was evident during the inspection. This teaching will, over time, have a highly beneficial impact on pupils' learning in English and mathematics, and will result in an improved quality of education at the school. Assessment procedures are good in English and mathematics, but otherwise require improvement.

Teaching and learning

The quality of teaching seen was good overall, including in the core subjects of English, mathematics and science, and for pupils with special educational needs. **Pupils' learning is satisfactory**, when considered over a longer period than the inspection. While pupils have done well in science, their progress in learning has been more uneven in English and mathematics.

Main strengths and weaknesses

Strengths

- The teaching seen during the inspection was good, overall, including in English, mathematics and science. Pupils are now progressing well in these subjects, as a result.
- Pupils with special educational needs are taught well.
- Assessment procedures are good in English, mathematics and for pupils with special educational needs.

Weaknesses

- Assessment procedures require improvement in most subjects.
- Weaknesses in the previous learning of the current Year 6 pupils in mathematics and English are restricting their standards.
- Very occasionally, teachers need to provide more challenging work for the higher attaining pupils in mathematics and science.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	4	14	3	0	0	0

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

- The table above shows the teaching observed during the inspection was never less than satisfactory, and was good or better in about four out of every five lessons seen. This is an improvement since the last inspection when only a half were better than satisfactory.
- Teachers' planning is thorough and they know exactly what they expect pupils to learn. Effective use is generally made of the time available; teaching assistants are well briefed and support pupils well. Teachers have good subject knowledge in the core subjects of English, mathematics and science, and there is no evidence of important weaknesses in their knowledge in other subjects. Across the school, lessons are characterised by very good relationships between pupils and teachers, and an orderly atmosphere. The management of behaviour is good, resources are carefully prepared and teachers generally organise their lessons efficiently. Pupils respond well to this good teaching. They demonstrate positive attitudes to learning by listening attentively to their teachers and concentrating on their tasks.
- In English and mathematics, the current quality of teaching is good and means that pupils are now making good progress in their learning. This augurs well for their future achievement. However, in both subjects, there is evidence of gaps in the previous learning of a significant minority of pupils in Year 6. These weaknesses have been identified by the school and are starting to be addressed through the effective teaching which is now evident. However, the uneven progress made by these pupils means their learning, over time, is satisfactory rather than better in English and mathematics.
- In science, good teaching is securely established and pupils' learning is good. In the best science lessons, teachers are using questions very skilfully to check pupils' understanding and motivate pupils so strongly that many are working at the edge of their capabilities. These teachers have very high expectations of pupils' potential achievement, and know just when to intervene to provide advice, and when to hold back to let pupils work things out for themselves. In all other subjects, too few lessons were observed to judge the quality of teaching. However, an analysis of pupils' work in ICT, art and design, and design and technology shows the teaching is enabling pupils to make sound progress in their learning in these subjects.
- While no unsatisfactory lessons were seen during the inspection, there was scope for improvement in lessons in mathematics and science in one class, where the higher attaining pupils needed more challenging work.
- Various groupings and teaching arrangements ensure that pupils with special educational needs are given the help they need to make good progress. The special educational needs co-ordinator and teaching assistants provide good support in mainstream lessons, and also in small groups, where pupils with particular needs in literacy have the chance to consolidate basic skills, such as phonic knowledge and reading. When teaching assistants are not available to help pupils, class teachers plan suitable activities and support them effectively.

Assessing pupils' progress

20. Assessment procedures are good in the core subjects of English and mathematics and are used effectively to track pupils with special educational needs. In science, teachers assess pupils regularly, using sound procedures, but there is scope to use this information more effectively. In other subjects, assessment procedures are under-developed.
21. The use of assessment information in English and mathematics has improved since the last inspection. A thorough evaluation is made of all statutory and non-statutory test results to track pupils' progress in these subjects. The information gained also assists with the grouping of pupils according to their learning needs, particularly in Years 4 to 6, where pupils work in sets which are determined by their capabilities. It also enables those who manage the subjects to identify areas for whole school improvement. Teachers appropriately set, review and refine individual targets for pupils in English and mathematics. Assessment is also particularly effective for pupils with special educational needs and ensures that provision is well targeted to support their learning. In science, pupils' achievements are soundly assessed at the end of units of work. However, this information is not used effectively to track pupils' progress or to provide the science co-ordinator with an overview of how well pupils are doing in the subject. The assessment of pupils' progress in other subjects is under-developed and, as a consequence, their skills and understanding are not systematically tracked and evaluated. There have been some recent improvements in the planned assessment arrangements for geography and ICT, which should prove helpful, and the school sensibly intends to extend these to other subjects.
22. Across the school, pupils' work is regularly marked and provides particularly helpful feedback in English and mathematics. Pupils are appropriately encouraged to judge their own achievements, particularly in English and mathematics, and the vast majority think that their teachers are successful in showing them how to make their work better. Sound use is made of homework to extend and reinforce what is learned at school.

The curriculum

The breadth of the curriculum is satisfactory. The curriculum meets statutory requirements and is well balanced. The school provides good opportunities for enrichment, and is inclusive.

Main strengths and weaknesses

Strengths

- This is an inclusive school which is committed to ensuring equality of access and opportunity.
- Provision for pupils with special educational needs is good.
- Good use is made of visits, visitors and events to enliven the curriculum, and there is a good range of extra-curricular clubs and activities.
- Good provision is made for pupils' personal, social and health education.

Weaknesses

- Overall, the accommodation is a weakness.
- Better use needs to be made of ICT to support and enhance pupils' learning in subjects across the curriculum.

Commentary

23. Since the last inspection, the length of the school week has been increased and is now in line with the recommended minimum. Curriculum time is allocated sensibly to ensure that all subjects receive adequate attention. There is an appropriate emphasis on literacy and

numeracy across the school and pupils have sound opportunities to develop their capabilities in other subjects. However, more use should be made of ICT to support pupils' learning across the curriculum.

24. The last inspection found deficiencies in the quality of the school's long and medium-term planning resulting in a lack of continuity in pupils' learning in a number of subjects. Since that time, schemes of work have been introduced, mainly based on national guidance from the Qualification and Curriculum Authority, and these have helped to secure the sequential development of pupils' knowledge, skills and understanding in these subjects. Satisfactory improvements have also been made to the teaching of writing and pupils now have sufficient opportunities to write at length and to develop their skills by writing for a wide range of purposes. However, there is scope for teachers to be more consistent in their interpretation of the locally agreed syllabus for religious education. Overall, effective teaching is making the curriculum enjoyable for pupils, and this is consistent with the school's commitment to the principles included in the recent 'Excellence and Enjoyment' publication.
25. Provision for pupils with special educational needs is a strength. The special educational needs co-ordinator, teachers, teaching assistants and external specialists combine their varied expertise effectively so that each pupil's precise needs are met. Where necessary, pupils are withdrawn from mainstream lessons for brief periods, for example, to work on the 'Sound Discovery' or 'Electronic Library' programmes which support literacy, or for additional help with numeracy. The school values the support offered by visiting specialists, who assess the language skills of any pupils entering the school for whom English is not their first language, and who are able to advise on curriculum matters and on suitable teaching approaches.
26. The principles of inclusion are fully upheld in relation to all pupils. Those with special educational needs have access to the same curriculum as their peers. Care is taken to ensure that any work out of class meets pupils' individual needs and does not prejudice their entitlement to the whole curriculum. The school is also appropriately working with a local 'Beacon School' to enhance its provision for higher attaining pupils and the Year 6 SATs results in 2003 suggest that this has been a successful strategy.
27. Good provision is made for pupils' personal, social and health education, including sex and relationships education, and attention to alcohol and drug misuse. Satisfactory arrangements are in place to prepare pupils for the next stage of learning through discussions and visits by both staff and pupils, and the transfer of assessment information and pupils' work. Specific units of work which span the transition from St. Saviour's to the main partner secondary school are used and are beneficial.
28. Overall, the school provides a good range of extra-curricular activities, some of which are organised by Year 6 pupils. There is also a good range of visitors, visits and opportunities for pupils to participate in local events, such as the Bath Arts Festival.
29. The school has ample teaching and support staff, and they are sensibly deployed. Teachers have the necessary experience and skills to cover the curriculum. They receive good support from teaching assistants, who are an integral part of the teaching team. However, the school appropriately recognises that most subject co-ordinators require further training to help them to develop their monitoring and evaluation roles. The newly-qualified teacher is receiving good support from his mentor and the senior management team.
30. The school's accommodation does not significantly affect the teaching of the curriculum and classrooms are of a satisfactory size. Nevertheless, the accommodation is a weakness. The sloping nature of the school's site and the problems encountered with the collection of disparate and ageing buildings, uneven paths and lack of covered walkways are a matter of concern to many parents. The site is also inaccessible to wheelchair users. The headteacher and governors are committed to a rolling programme of maintenance and redecoration, and

both they and the staff work hard to overcome the limitations imposed by the site and buildings. Although teachers work hard to enrich the interiors with attractive displays of pupils' work, the overall appearance of the buildings does not promote either staff or pupil morale. The school would therefore benefit from a staged programme of building and site improvements. There is sufficient playground space, although this is rather spread and does not provide a large enough single area for some team games. The school does not have its own field but uses the adjacent recreation ground. Many parents are unhappy about the school buildings, and believe they are sometimes a deterrent to the parents of prospective new entrants.

31. Resources are satisfactory overall but those for the library and religious education should be improved.

Care, guidance and support

The care, guidance and support of pupils are good overall.

The good pastoral care for pupils is comprehensively planned and effectively implemented. Pupils are confident about raising concerns with adults, have a variety of opportunities to express their views, and receive helpful guidance from their teachers. There are very good induction procedures. Rigorous attention is given to child protection issues and there are clear procedures for accidents and medical needs.

Main strengths and weaknesses

Strengths

- The school provides good pastoral care.
- Pupils' views are sought and listened to.
- The induction arrangements for new pupils are very good.

Weaknesses

- A plan to improve the buildings and site should be created with the local education authority.

Commentary

32. The school ensures that pupils feel secure and valued. All staff know the pupils well and treat them with respect and kindness. Support staff are well briefed through regular meetings with the headteacher, and this ensures a consistency of care throughout the school day. All adults are caring and sensitive in supporting pupils' needs and take time to listen to their concerns. For example, the oldest pupils are encouraged to share a brief written review of the previous week with their teacher and this ongoing dialogue develops their confidence and self-knowledge. Pupils are encouraged to share their worries with staff, using notes in a designated box, and these are considered sympathetically. Regular surveys of pupils' views are undertaken and the results lead to improvements, which help build up pupils' self-esteem by addressing their concerns. The School Council meets regularly and has wisely spent some of its budget on playground games to make lunchtimes more enjoyable.
33. Firm foundations for a smooth transition to the school are planned well ahead in liaison with the feeder infant school. Pupils from Year 4 become 'buddies' with a child in Year 1 and this link is maintained through a variety of meetings over two years so that when pupils start in the junior school they know their buddy well and are familiar with the new school environment. The headteacher takes monthly assemblies at the infants school and he meets each new child with their parents in order to get to know them individually. This not only helps pupils to settle in quickly but is indicative of the care and attention that they can expect.

34. The school has done as much as it can since the last inspection, within its financial limitations, to improve the environment for pupils through attractive redecoration. However, improvements to the fabric of some of the buildings, and the poor access, because of the sloping site, have not been addressed. This neglect provides a significant barrier to the inclusion of physically disabled pupils at the school, and has a negative effect on the morale of pupils and staff. The calm and orderly community, and reminders to pupils about taking care when moving around the site, means that all personnel have developed sound strategies to cope with potential hazards

Partnership with parents, other schools and the community

Satisfactory overall. The school's partnership with parents and the community is sound and there are good links with other schools.

Main strengths and weaknesses

Strengths

- The school provides detailed information to parents about what is to be taught.
- Parents, including those who have children with special educational needs, are kept well informed about the progress their children are making.
- The school makes good use of opportunities offered by other schools to provide curriculum enrichment for pupils.

Weaknesses

- The governors and senior management have not made clear to parents those aspects of the accommodation which are within the remit of the school to improve, and those over which they have little control.

Commentary

Partnership with parents

35. At the start of the year, parents are given a good, detailed summary about what is to be taught in each subject, including the visits and visitors planned. They also have a clear idea of when homework is set and can monitor this through the home/school links book. The fortnightly newsletters also give good indications of school activities, and occasional surveys seek parents' views on changes to arrangements. Curriculum workshops are arranged from time-to-time and parents are always welcome at the weekly celebration assemblies, as well as class assemblies.
36. From their earliest contact with the school, parents are welcomed and encouraged to build up a good relationship with the staff. They are confident that any concerns teachers might have about pupils' academic or personal development will be shared with them quickly in order to seek ways to improve. Parents find staff easy to talk to and value the opportunities through the year to discuss their children's progress and to support them in the individual targets they are set. Written reports at the end of the year are detailed and perceptive. They give clear indications of attainment and progress in English and mathematics, as well as a sound evaluation of their performance in other subjects. Overall, communication from the school is good and inspection findings do not support the adverse views expressed by a minority of parents at the pre-inspection parents meeting and through their questionnaire returns.
37. Parents of pupils with special educational needs are kept fully informed when their child's needs are first identified and at each stage of the Code of Practice. The special educational

needs co-ordinator invites parents to meet her, should they have concerns. Most parents respond well to these arrangements, and the vast majority attend reviews of their child's progress.

38. A significant minority of parents feel that the lack of progress on improvements to the accommodation is a reflection on the quality of the school's leadership and management. This was particularly evident in the questionnaire returns. There is scope for the headteacher and governors to make clearer to parents the constraints within which the school has to operate, explaining the respective responsibilities of the school and the education authority in this matter. However, inspection findings do not show deficiencies in the work of the headteacher or governors in relation to progress in improving the school accommodation.

Links with other schools

39. The school has close links with the feeder infants school, ensuring good curriculum continuity. Opportunities to use specialist facilities at several secondary schools are readily seized and pupils, particularly the more able, have benefited in design and technology, science and physical education. Teachers also benefit from the chance to discuss curriculum issues with staff from other schools and this makes a valuable contribution to their professional development. More able pupils are offered the chance to participate in education authority workshops organised to stimulate their interest and challenge them in a variety of subjects.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory, and governance is good.

The headteacher has a quiet and unobtrusive style, and his leadership and management skills are sound overall. The school has a clear sense of direction and there are key strengths in the leadership and management of provision in English, mathematics and for pupils with special educational needs. However, the monitoring and evaluation roles of most subject co-ordinators are under-developed, and this restricts their impact on pupils' achievement.

Main strengths and weaknesses

Strengths

- The leadership and management of provision for pupils with special educational needs are good, and there is a strong commitment to inclusion.
- The English co-ordinator is fulfilling her role effectively, and monitoring and evaluation procedures are securely established in mathematics.
- The governors are well informed and play a key role in shaping the school's work.
- The leadership promotes effective teamwork among staff.

Weaknesses

- Most co-ordinators do not monitor and evaluate provision in their subjects with enough rigour.
- The school's policy on race equality is yet to be finalised.

Commentary

Leadership

40. **The leadership provided by the headteacher is satisfactory**, and he receives sound support from the conscientious deputy headteacher. While the headteacher's leadership style is quiet and unobtrusive, he is well aware of the school's strengths and weaknesses, and provides the school with a sound sense of direction. He has worked effectively with governors to establish challenging targets for pupils' performance by 2005, and has guided the

formulation of a sound school improvement plan for the current educational year. The headteacher has ensured that all staff are fully aware of the current priorities in the plan and know how they can contribute towards the planned improvements. Weaknesses in the rigour of strategic planning, which were identified in the last inspection, have been rectified.

41. The headteacher promotes a calm and caring ethos in the school, and has the respect of pupils and staff. He provides a good role model to others through his conscientious attitude to his work, his obvious pleasure in working with pupils and through his strong commitment to inclusion. He enjoys working with the year group teams he has successfully helped to set up, and he is as keen to listen to views of staff as he is to take on a more prominent leadership role in these meetings. The headteacher is knowledgeable about the curriculum and, although not an innovator by nature, he readily supports well-considered ideas from staff. As a consequence, a climate has been created in which innovation is encouraged. For example, recent whole school focus weeks in art and design, and music have been fostered well through the leadership of the school.
42. In the main, the headteacher has ensured that the school has focused effectively on the weaknesses identified in the last inspection, including in relation to pupils' standards in some subjects, and in curriculum and strategic planning. However, while co-ordinators now have a much more beneficial effect on planning, most still need to develop their roles in monitoring and evaluating their subjects. This means they are not in strong positions to identify and lead areas for improvement.
43. The special needs co-ordinator (SENCO), the headteacher and the special educational needs governor together provide effective leadership and management of special needs provision. The SENCO's management of day-to-day operations in special needs work is very efficient and effective. She spares no effort in her endeavours to secure appropriate provision for each pupil.

Management

44. **The management of the school is satisfactory.** The headteacher regularly observes teaching in English and mathematics and provides teachers with useful feedback, which benefits their professional development. He analyses the results of statutory and non-statutory testing carefully in English and mathematics, and has a sound overview of the quality of planning through his attendance at regular planning meetings in all year group teams. This is an improvement since the last inspection, when his monitoring and evaluation role was under-developed. The deputy, particularly through her role as English co-ordinator, contributes valuably to the monitoring and evaluation of provision. As a consequence, she is well aware of what needs to be done to raise standards further in English, and has sensible plans to secure improvement. Monitoring and evaluation procedures are also well established in mathematics and have helped to rectify weaknesses in the provision for pupils in Year 5 which were evident in the last academic year. In other subjects, as stated earlier, planning is checked carefully but co-ordinators have few strategies to check the quality of teaching and learning or pupils' standards.
45. The school's policy for the performance management of staff is being implemented well. This is an improvement since the last inspection, when appraisal systems were not established and opportunities for teachers to undertake in-service training were too limited. Teachers' targets properly reflect both whole school priorities and individual needs, and teachers believe performance management has a beneficial impact on their work. The performance management policy has been sensibly extended to include teaching assistants, and the special educational needs co-ordinator manages this element well. Provision for the induction of new staff is good, and reflects the caring and supportive ethos of the school. Newly-qualified teachers are given well-judged guidance, and more experienced teachers are also helped to settle in by mentors. A sound range of in-service training opportunities are provided

for staff. However, the school appropriately recognises that most subject co-ordinators require further training to help them to develop their monitoring and evaluation roles.

46. The valuing of each pupil and the importance of providing opportunities for all to reach their potential is fundamental to the ethos of the school. The school monitors the progress of different groups of pupils and the needs of the more able, as well as those with special educational needs, are appropriately recognised. Staff are careful to ensure that all pupils have equal access to the curriculum. For example, the homework club enables pupils who do not have computers at home to use school facilities for research tasks.
47. **Financial planning is sound.** The school improvement plan is properly costed, the annual budget is debated rigorously at governors meetings, and the principles of best value are soundly applied. The headteacher has formulated a carefully-considered estimate of school finances until 2006, taking into account the likely fluctuations in the numbers on roll and the consequent effect on the budget. The headteacher and governors have discussed this profile very carefully to respond to the changes which are likely to occur, particularly in 2005, when the school expects the number of pupils starting in Year 3 to be very small. As a consequence, the headteacher and governors are well placed to make wise financial decisions when they are needed.

Aids and barriers to raising achievement

48. The strongest aid to school improvement is the good teaching which currently exists in the school, and means that pupils are now beginning to make good overall progress in their learning in the core subjects of English, mathematics and science. When these factors are considered alongside the effective teamwork and the positive school ethos which exists, it is clear that St Saviour's is well set for further improvement.
49. The most significant barrier to achievement in some subjects is the lack of rigour in the monitoring and evaluation skills of co-ordinators. This means that co-ordinators often do not have the information needed to identify and address areas for improvement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	397,949	Balance from previous year	32,860
Total expenditure	407,761	Balance carried forward to the next	23,048
Expenditure per pupil	2,024		

Governance

50. **Governance is a strength of the school**, as it was when the school was last inspected. The governors are highly committed and make a valuable contribution to the leadership and management of the school. The results of statutory testing are debated thoroughly, and governors help to guide the school's work through strategic planning, which takes careful account of the school's policies and aims. The governors with specific responsibility for literacy, numeracy and special educational needs are all well informed about provision in these areas. They are able to both challenge and support the headteacher and co-ordinators through their involvement, and provide valuable feedback about provision for their fellow governors. The chair of governors visits regularly to discuss provision with the headteacher, and ensures that governors meetings are well focused. The governors are astute, have a good grasp of the school's most significant strengths and areas for development, and are able to ask informed and challenging questions. As a consequence, while being highly supportive, they also act as an effective critical friend to the school. The school has yet to finalise its written policy on race equality, but governors have clear plans for this to be done, and its

principles are already firmly embedded in the school. Otherwise, statutory requirements are fully met.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

The quality of provision in English is **satisfactory**, and is improving.

Main strengths and weaknesses

Strengths

- The teaching is good, and occasionally very good, across the school.
- Good provision is made for pupils with special educational needs.
- The development and use of language across the curriculum is effective.
- The co-ordinator leads and manages the subject well.
- Assessment procedures are good.

Weaknesses

- Spelling, punctuation and grammar are weak in the writing of many lower attaining pupils in Years 4, 5 and 6.
- The library accommodation and its resources need updating.

Commentary

51. Standards in English in Year 6 are broadly average, overall. Most pupils tend to do better in speaking and listening, and in reading, than in writing. However, pupils' writing skills have improved since the last inspection. These findings reflect the school's average SATs results in 2002, but are a little less favourable than the results in 2003, which were above the national average, and the average results of similar schools. Inspection evidence shows that, when account is taken of pupils' capabilities and of attainment on entry, their achievements are satisfactory. Pupils with special educational needs are supported well and make good progress towards the targets in their individual education plans. The school's own analysis of test results and other assessments shows that there is no significant difference in the achievement of girls and boys and that the gap between attainment in reading and writing is gradually closing. The few pupils from minority ethnic backgrounds do as well as their peers.
52. Pupils in all year groups listen well and express themselves clearly. Most pupils have a good vocabulary and use technical terms confidently in English and in other subjects. By the age of 11, most pupils read widely for pleasure and information in their personal reading, and they experience little, if any, difficulty understanding texts associated with their learning in any aspect of the curriculum. During English lessons, they turn naturally to dictionaries and thesauri to help them with their work. As a result of effective teaching, they have a good understanding of the structure, style and key features of many different kinds of writing, both fiction and non-fiction. The most able pupils use this understanding well, where required to write in similar ways, and are also able to apply what they have been taught about such technical aspects of writing as punctuation, spelling and grammar. As a consequence, the writing of the most advanced learners is of a high standard overall, and some is outstanding. The written work of some middle and many lower attaining pupils in Years 4, 5 and 6 often engages the reader with its content and ideas, but has weaknesses, most noticeably in spelling, punctuation and grammar. All pupils work neatly and, overall, standards of handwriting and presentation are above average. However, many lower attaining pupils struggle to combine the many other skills needed to produce writing of the required standard. Inspection evidence shows that gaps in previous learning account for some of the

weaknesses that persist in the pupils' writing. Evidence from the good teaching now evident in the school shows that teachers are addressing these weaknesses effectively.

53. Teaching is currently good, and occasionally very good, across the school. In lessons seen, pupils of all capabilities made good progress. Teachers know what pupils need to learn and have high expectations. Through feedback in lessons, through helpful marking and through the setting of individual targets, they show pupils how to improve. In the best teaching seen, teachers modelled reading and writing very effectively and involved the pupils actively in improving on their own, and others' work.
54. Pupils' language and literacy skills are soundly promoted in work across the curriculum. Statutory requirements for English are fully met, and sound progress has been made in rectifying pupils' underachievement in writing, which was identified in the last inspection report. The library and its resources need updating. Nevertheless, reference books are used to good effect for independent research by older pupils. There is some evidence of ICT being used well to support lower attaining readers and to help pupils to draft and edit their writing. There is scope, however, to extend this good practice.
55. The co-ordinator is a good role model in her teaching and is effective in her role. Having monitored teaching, learning and standards, she is well aware of strengths and weaknesses in performance. She is working energetically to address the areas for improvement and to raise standards. All staff receive appropriate training and support. As a result, the teaching of English has coherence and consistency, and **overall provision is improving**. Teachers' subject expertise is generally good and the curriculum is enriched by drama, book weeks and other special events.

MATHEMATICS

The quality of provision in mathematics is satisfactory.

Main strengths and weaknesses

Strengths

- Teaching is good overall and is particularly effective in Year 6.
- The newly-appointed co-ordinator is conscientious and has prepared well for the role.

Weaknesses

- Some Year 5 pupils made spasmodic progress in their learning in mathematics in the last academic year, and this is reflected in their current standards.
- More use should be made of ICT to support and enhance pupils' learning.

Commentary

56. The results of the SATs in 2002 were in line with the national average, but the 2003 results were a significant improvement, and were well above the national average and the average results of similar schools. Inspection findings are not as favourable as the SATs results in 2003, and show that current standards in Year 6 are broadly average, and represent satisfactory achievement.
57. At present, pupils are making good progress in their learning in mathematics, as a result of the effective teaching they now receive. However, some Year 5 pupils, particularly those of average and lower ability, did not make enough progress in the last school year. This was identified through the school's tracking procedures and is also evident in the current standards demonstrated by these pupils, who are now in Year 6. The main reason for their underachievement in Year 5 was the lack of attention given to the teaching of the appropriate

key objectives from the National Numeracy Strategy for this year group. This deficiency stemmed from setting arrangements which meant middle and lower attaining Year 5 pupils, who worked in sets with Year 4 pupils, were taught the Year 4 programme. This important weakness has been rectified, and pupils are now progressing well, across the school. However, the limited progress made by many pupils last year in Year 5 means current standards in Year 6 are not as high as in the 2003 SATs results. There is no significant difference between the achievements of boys and girls, and between pupils with minority ethnic backgrounds and their peers. Pupils with special educational needs achieve well in relation to their starting points.

58. The overall quality of teaching is currently good and has improved since the last inspection, when it was mainly satisfactory. The most effective teaching takes place in the co-ordinator's Year 6 class. In a lesson observed in this class, the teacher used on-going assessment very effectively to judge pupils' understanding of fractions and then extended this to make the link between fractions and decimals. Each step was carefully consolidated for this lower attaining set and new learning was introduced through a range of well-selected and stimulating group and whole class activities. Pupils worked hard and made very good progress in developing their understanding of decimal/fraction equivalents. The teacher also used a range of good visual resources to model problem solving strategies, encouraged pupils to make appropriate use of calculators and worked very effectively with a well-briefed learning support assistant. Focused teaching carefully supported the needs of these lower attainers and, consequently, many pupils developed the confidence to tackle problems. The teaching seen enabled pupils to make mainly good progress in their learning. When the progress of Year 6 pupils is considered, over time, however, it shows their learning has been more spasmodic and is satisfactory overall.
59. Overall, pupils' mathematical skills are soundly promoted across the curriculum and are used well in science. Findings from lesson observations, discussions with staff and pupils, and the analysis of pupils' work show that pupils in most classes need more opportunities to use ICT, and to make better use of calculators. All teachers set and review individual targets, mark pupils' work regularly and provide helpful and encouraging feedback. Overall, assessment procedures are good.
60. In only one lesson was the learning satisfactory rather than better. In this lesson, the weaker elements included:
- Too few opportunities for pupils to make suggestions or explain their strategies.
 - A lack of challenge for the higher attaining pupils.
61. Provision is managed by the enthusiastic subject co-ordinator who has only recently assumed responsibility for the subject. She worked closely with the previous co-ordinator who observed teaching and learning alongside the headteacher in order to identify strengths and areas for development. The co-ordinator has very good subject knowledge and is building well on the good work of her predecessor.

SCIENCE

The quality of provision in science is good.

Main strengths and weaknesses

Strengths

- Standards are above average.
- Overall, science teaching is good and enables pupils to achieve well.

Weaknesses

- Assessment procedures need further development.
- Procedures to monitor pupils' standards and the quality of teaching need to be more rigorous.
- Occasionally, the teaching does not sufficiently challenge the higher attaining pupils in Years 4 and 5.

Commentary

62. Standards in science are above national expectations in Year 6 and represent good achievement. Provision for the subject has improved since the last inspection, when standards were average and pupils' progress was often spasmodic. The improvement is also evident in the SATs results, which were average at the time of the last inspection, but were above the national average in 2002, and well above the national average and the average results of similar schools in 2003.
63. Across the school, pupils generally do well in the subject, including those with special educational needs and those from ethnic minority backgrounds. They achieve well when developing their scientific knowledge and understanding. This is exemplified in the way Year 3 pupils confidently and correctly refer to molars and incisors when talking about the importance of looking after the teeth; in the understanding by Year 4 and 5 pupils of the formation of shadows; and pupils' knowledge about forces in Year 6. While pupils made particularly uneven progress in developing their scientific enquiry skills when the school was last inspected, this is no longer the case. During the inspection, effective teaching enabled most pupils to achieve well when planning and conducting systematic investigations.
64. The quality of teaching in science is good, overall, and enables pupils to make good progress in their learning. Teachers' planning is much improved since the last inspection, and individual lessons form part of a coherent series to develop pupils' key skills and knowledge in science. In the best lessons seen, in classes in Years 3 and 6, the teachers used questions very skilfully to check pupils' understanding and motivated pupils so strongly that many were working at the edge of their capabilities. These teachers have very high expectations of pupils' potential achievement, and know just when to intervene to provide advice, and when to stand back to let pupils work things out for themselves. All teachers introduce and reinforce scientific vocabulary well, and have secure subject knowledge. They ensure that pupils with special educational needs are given good support, including through well-briefed teaching assistants. Effective use is sometimes made of pupils' misconceptions as teaching points in science lessons, within the supportive and positive atmosphere which is created. Good use is made of time in most lessons. However, in one lesson seen in a Year 4/5 class, the pace was too slow for the higher attaining pupils and they needed more challenging work. Teachers promote pupils' literacy skills soundly in science lessons and provide good opportunities for pupils to develop and reinforce their mathematical skills through measurements and by presenting their investigation results in graphs. There is scope, however, for pupils to use ICT more frequently to support their work in science.
65. The headteacher, who is the science co-ordinator, has worked conscientiously and effectively to improve teachers' planning. However, he has yet to develop sufficiently rigorous procedures for monitoring and evaluating the quality of teaching and learning in the subject. Pupils complete tests at the end of units of work which provide useful evidence of their achievement. Unfortunately, the outcomes of assessments are not used to provide a coherent system for tracking the progress of individuals or year groups as they move through the school. This is a weakness which the school needs to rectify.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The quality of provision in ICT is satisfactory.

Main strengths and weaknesses

Strengths

- The co-ordinator provides an excellent role model through her teaching.

Weaknesses

- Insufficient links are generally made with other subjects.
- Control, monitoring and modelling need improvement.

Commentary

66. Standards in ICT are in line with national expectations in Year 6. This is an improvement since the last inspection when they were judged to be below average. All pupils, including those with special educational needs, have regular access to the school's computers and make sound overall progress as they move through the school.
67. As the inspection took place in the first half term of the school year, there were few samples of pupils' work available for scrutiny. Evidence from the completed work which was available, from lessons seen, and from discussions with staff and pupils, show achievement in ICT is satisfactory overall. Pupils are learning to use ICT for word processing, graphics, data handling, power point presentations and the Internet. However, the school acknowledges that the control, monitoring and modelling strand requires more attention. In addition, opportunities are often missed for pupils to use and develop their ICT skills in work across the curriculum. Discussions with pupils show that many are confident users of ICT, both at home and at school. Those without access to computers at home benefit from the school's weekly homework club, when the ICT suite is available to them with teacher support.
68. Too few lessons were observed in ICT to make a secure overall judgement about the quality of teaching. However, the teaching in the few lessons seen ranged from good to excellent. Since the last inspection, resources for the subject have been improved and staff confidence and expertise has been developed through training.

Example of outstanding practice

One class of Year 3 pupils, taught by the co-ordinator, achieved very well when learning to combine text and graphics. Meticulous planning and organisation of stimulating resources resulted in excellent use of time. Pupils listened attentively, carefully following their teacher's explanations as she very effectively used a laptop/projector during her introduction. They enthusiastically started on their 'bedroom posters' and, working in pairs, helped one another to use the skills they had built up over the previous few weeks. Helpful instructions, carefully matched to the reading ability of each pair, were attached to each computer, freeing the teacher to support those encountering problems. At the end of the lesson, pupils expressed delight in their posters and, through skilful questioning by the teacher, were able to evaluate their progress.

69. The co-ordinator has good subject knowledge. She has led staff meetings, provided after school support for individual teachers and organised a training course for learning support assistants. The headteacher and deputy headteacher have observed teaching across the school and the co-ordinator has talked to pupils about their knowledge and understanding of ICT. A new scheme of work has been introduced aimed at boosting teachers confidence, improving progression in pupils' learning and enabling pupils to set targets for themselves. Assessment procedures have been revised and the co-ordinator has recently produced a

helpful record booklet, which will assist in the tracking of pupils' progress across the school. However, these assessment procedures are yet to be securely established.

HUMANITIES

GEOGRAPHY

There is insufficient evidence to make a secure judgement about the overall quality of provision in geography. Due to timetabling constraints, it was not possible to observe any lessons in geography. In addition, because of the timing of the inspection, only a small amount of pupils' work was available for scrutiny. However, an analysis of planning and discussions with staff mean that some key judgements can be made.

Main strengths and weaknesses

Strengths

- Good use is made of fieldwork to develop pupils' skills of enquiry.

Weaknesses

- There is no monitoring of teaching and learning.
- Little use is made of ICT to support and enhance pupils' learning in geography.

Commentary

70. The last report identified weaknesses in long and medium-term planning and provision for fieldwork. Since that time, the school has made sound progress in addressing these deficiencies. A scheme of work, based on national guidance from the Qualifications and Curriculum Authority, has been implemented, and this has improved provision for the progressive development of pupils' key skills. In addition, each unit of work now appropriately includes opportunities for fieldwork activities in each year group, in order to promote pupils' skills of enquiry. Visits are made to places such as the Isle of Wight, Weston-super-Mare and to the River Mells. Where fieldwork is not possible, good arrangements are made to enliven teaching and learning. For example, in their studies of a contrasting locality in India, pupils have opportunities to dress in Indian clothing and to experience the dances and traditions of a different culture. However, insufficient use is made of ICT to support and enhance pupils' learning in geography.

71. The co-ordinator has conscientiously formulated medium and short-term planning for each unit of work and has audited teachers' planning. She has also worked with the deputy headteacher to introduce helpful assessment and recording procedures, designed to measure and track pupils' progress. However, these are still at an early stage of implementation. Following her effective work on planning, the co-ordinator now needs to develop her role in monitoring and evaluating the quality of teaching and learning in the subject.

HISTORY

There is insufficient evidence to make a judgement about the overall quality of provision in history. Due to the timing of the inspection, no lessons were seen and there was no recorded work in pupils' books. It is possible, however, to make some key judgements as a result of discussions and an analysis of documentation, including teachers' planning.

Main strengths and weaknesses

Strengths

- An interesting variety of visits and visitors help to bring history to life.

Weaknesses

- There are no secure arrangements for assessment in history.
- Procedures for monitoring and evaluating the subject need improvement.

Commentary

72. Discussions with the co-ordinator and a scrutiny of documentation indicate substantial improvements since the last inspection. For example:

- Planning now provides sufficient detail about what will be taught in different year groups and how historical skills are to be developed.
- The local environment and other amenities are now used extensively to inform and enliven pupils' experience of history.
- Suitable opportunities are now planned for pupils to use reference books in order to find out about historical topics and, also, to develop their skills as writers when recording what they have learned.

However, assessment procedures and the monitoring and evaluation of teaching and learning are under-developed.

RELIGIOUS EDUCATION

There is insufficient evidence to make a judgement about the overall quality of provision in religious education. However, it is possible to make some key judgements, based on an analysis of the limited examples of pupils' completed work, through the few lessons seen, analysis of documentation and discussions with the co-ordinator.

Main strengths and weaknesses

Strengths

- Religious education makes a strong contribution to pupils' moral, social and personal development in Year 3.

Weaknesses

- There is no agreed policy for religious education, and teachers' interpretations of the agreed syllabus are not always consistent.

Commentary

73. Two lessons were seen, both taught well, but there is insufficient evidence on which to make secure judgements overall about standards, pupils' achievement or the quality of teaching.

74. In accordance with the principles and guidance set out in the Bath and North East Somerset agreed syllabus, religious education 'does not seek to urge religious beliefs on pupils'. Rather, it promotes 'the values and attitudes needed for citizenship in a democratic society' and helps pupils to 'understand and respect people of different beliefs, practices, races and cultures'. Within this context, there is evidence to show that pupils *learn about* major world religions, such as Christianity, Hinduism, Judaism, Buddhism, Islam and Sikhism. There is also evidence, particularly in Year 3, that pupils consider what is to be *learned from* religion. For example, having learned how religious leaders in their own community help people, the Year 3

pupils became 'Secret Angels', helping others within the school community. In Years 4, 5 and 6, there is evidence to show that pupils also consider other forms of religious expression, for example, through dance and art.

75. It is clear from discussions with the co-ordinator and with other staff, that teachers give much thought to their work in religious education and to ways of making religious concepts accessible to pupils. Overall, however, there is a lack of certainty as to how to interpret the agreed syllabus and some teachers prefer to draw on the guidance offered by the national Qualifications and Curriculum Authority (QCA). In some cases, aspects of the agreed syllabus are taught out of order so that perceived cross-curricular links can be made with other subjects, for example, by linking Hinduism to a study of India in geography in Years 4 and 5. These 'exceptions' and uncertainties need to be addressed if the curriculum is to have coherence and pupils' progress is to be made secure.
76. The co-ordinator has taken on responsibility for the subject only this term. She is aware of the need to develop and agree a policy and to rationalise the scheme of work. She has not yet monitored teaching or learning directly. However, she has rightly identified the need for more artefacts to support the teaching of major world faiths, and she has begun to consider ways of introducing assessment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

The quality of provision in art and design is satisfactory.

Main strengths and weaknesses

Strengths

- The art and design curriculum is well planned.

Weaknesses

- There are no agreed school procedures for assessing pupils' standards and progress in art and design.
- The co-ordinator does not have sufficiently rigorous procedures for checking the quality of provision.

Commentary

77. Overall, standards in art and design are broadly average, including in Year 6, and represent satisfactory achievement. Standards were also average when the school was last inspected. However, improvements in planning mean pupils now make more consistent progress in the subject, and there are some indications that standards are rising. Pupils with special educational needs, and those from minority ethnic backgrounds, make the same sound progress as their peers.
78. Pupils' drawing skills are mainly in line with those expected for their ages, but Year 3 pupils have made good drawings of their shoes which demonstrate detailed observations. In Years 4 and 5, pupils' painting skills are sound, and they have achieved well when learning shading techniques to include a range of tones in their drawings. However, pupils' shading exercises are largely confined to copying drawings by adults, and they now need to use their skills to create their own interpretations of the world around them. The simple prints made by Year 5 pupils are typical of work usually achieved by younger pupils, and suggest they could do better in this element of their art work. In Year 6, pupils' drawings made during a recent visit to an art

exhibition represent sound achievement, and their self-portraits are satisfactory for their ages. Sound use is made of ICT to support pupils' learning in art and design.

79. Since no art and design lessons were observed during the inspection, it is not possible to judge the quality of teaching in the subject. However, an analysis of pupils' completed work clearly shows the teaching is enabling pupils to make sound progress. Their skills and understanding in the subject are developed systematically, in contrast to the situation when the school was last inspected. This results from the conscientious work of the enthusiastic co-ordinator, who has formulated a well-structured scheme of work, which provides valuable guidance for her colleagues. The co-ordinator has raised the profile of the subject through an arts week in the school, and by arranging for pupils to visit local art exhibitions. However, she appropriately recognises that she has no systematic procedures for judging the quality of teaching and learning in the subject. As a consequence, she is not in a strong position to identify strengths and weaknesses and to target areas for further improvement. In addition, there is no assessment system to help teachers to monitor the achievements of their pupils. When these weaknesses are addressed, the school will be very well placed to raise standards further.

DESIGN AND TECHNOLOGY

The quality of provision in design and technology is satisfactory.

Main strengths and weaknesses

Strengths

- The design and technology curriculum is well planned.

Weaknesses

- There are no agreed school procedures for assessing pupils' standards and progress in design and technology.
- The co-ordinator does not have sufficiently rigorous procedures for checking the quality of provision.

Commentary

80. In Years 3, 4 and 5, pupils' standards in design and technology are average for their ages, and represent sound achievement. This is an improvement since the last inspection, when pupils' progress was unsatisfactory, and their standards were too low. Pupils with special educational needs, and those from minority ethnic backgrounds, made the same progress as their peers. In Year 6, no design and technology lessons were observed and no examples of pupils' completed work in the subject had been saved by the school. As a consequence, it is not possible to judge pupils' standards or achievement in Year 6.
81. In Year 3, pupils have evaluated a range of sandwiches, and know that the combination of ingredients affects the taste and texture of food. Photographic evidence suggests they achieved well when making models which moved with the use of simple pneumatics. In Years 4 and 5, pupils demonstrate sound evaluation skills when examining a selection of commercially made purses and wallets, and have created satisfactory designs for their own money containers. In a lesson observed, they concentrated hard and demonstrated sound skills when practising methods to make the containers.
82. Since only one lesson was observed in design and technology, it is not possible to make an overall judgement about the quality of teaching in the subject. However, an examination of teachers' planning shows it is much improved since the last inspection, and now provides a coherent programme for the development of pupils' key skills. The design and technology co-

ordinator has raised the profile of the subject since the last inspection, including through a successful design and technology focus week, when all pupils and many parents were strongly involved in solving interesting challenges. In addition, the co-ordinator has led in-service training for staff – and the work seen suggests teachers now have increased confidence and skills in teaching the subject. However, assessment procedures are under-developed, and the co-ordinator does not have sufficiently rigorous procedures for monitoring the quality of provision in the subject. As a consequence, he is not in a strong position to identify what needs to be done to secure further improvement.

PHYSICAL EDUCATION

There is insufficient evidence to make a judgement about the overall quality of provision in physical education. Provision and standards were satisfactory at the time of the last inspection and there is no evidence to suggest that this has changed. Due to timetabling constraints, it was not possible to observe any lessons in physical education during this inspection. However, an analysis of planning and discussions with staff mean that some key judgements can be made.

Main strengths and weaknesses

Strengths

- The school's involvement in the School Sport Co-ordinator Programme is beneficial.
- A good range of extra-curricular clubs and events, including competitive sports, are provided.

Weaknesses

- Assessment is unsatisfactory.
- Procedures to monitor teaching and learning are not established.

Commentary

83. The last report praised the programme of extra-curricular clubs and events, including competitive sports, and this remains a strength. The inspection identified weaknesses in long and medium-term planning, equipment and apparatus, and teachers' confidence and expertise in the subject. The school has made sound progress in addressing these deficiencies. A scheme of work, based on national guidance from the Qualifications and Curriculum Authority, has been implemented to improve planning, and resources have been improved, and are now satisfactory. Coaches have been employed to provide training to raise teachers' expertise in games such as tennis, cricket and basketball, and staff say they are more confident as a result.
84. The co-ordinator is very enthusiastic and the school has benefited from her involvement in the School Sport Co-ordinator Programme. This provides network arrangements with other local schools and the opportunity for the co-ordinator to attend training, and to work alongside colleagues. This group has recently formulated a new scheme of work, which it is hoped will provide the basis for a common assessment, evaluation and reporting strategy across the partnership. Current assessment arrangements are unsatisfactory and procedures to monitor the quality of provision need to be improved.

MUSIC

There is insufficient evidence to make a judgement about the quality of provision in music.

Commentary

85. Because no music lessons were seen, it is not possible to comment on pupils' overall achievement in music. However, singing in assemblies was good. Pupils sing with clear diction and mainly secure control of pitch and dynamics. They clearly enjoy singing and concentrate well when performing. When the school was last inspected, pupils' singing in assemblies was sometimes too tentative and lacked the commitment which is now evident.
86. The music co-ordinator is enthusiastic about the subject and has worked hard, with particular help from two other teachers, to improve singing in the school. She ensures that pupils benefit from regular performances by visiting musicians, and arranged a very successful music week in the last academic year. She is clearly having a beneficial impact on provision. However, assessment procedures are not established, and the co-ordinator has not been able to observe lessons taught by her colleagues.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

There is insufficient evidence to make a judgement about the quality of provision, since no lessons were observed.

Commentary

87. Personal development is seen as an important part of pupils' education, and planning suggests that all aspects, including drugs awareness and sex and relationships education, are covered each year. In addition, there are weekly sessions when pupils can talk about their feelings and learn about others' points of view. Pupils' views are regularly sought, and simple and effective arrangements are in place for pupils to raise any worries or concerns they might have. Pupils are well prepared in life skills and for the transition to senior school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
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).