

# INSPECTION REPORT

## **STANBRIDGE PRIMARY SCHOOL**

Downend, Bristol

LEA area: South Gloucester

Unique reference number: 109134

Headteacher: Mr P J Lee

Lead inspector: Dr C Lee

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> September 2003

Inspection number: 258006

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	376
School address:	Stanbridge Road Downend Bristol
Postcode:	BS16 6AL
Telephone number:	01454 862000
Fax number:	01454 862003
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Self
Date of previous inspection:	March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Stanbridge is a large primary school serving a wide catchment area in East Bristol. Pupils are from a broad range of socio-economic backgrounds. They have average attainment when they start at the school. The pupils are predominantly of white, UK heritage. Of the few with English as an additional language, all are beyond the early stages of English language acquisition and none need specialist support. Percentages of pupils with special educational needs, including those with statements of special educational need, are average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21854	Dr C Lee	Lead inspector	Mathematics Music Physical education
19338	Mr G Ellis	Lay inspector	
21090	Mr D Manuel	Team inspector	English Geography History English as an additional language
17208	Ms G Briggs	Team inspector	Science Religious education Foundation Stage
20846	Mr A Wilson	Team inspector	Information and communication technology Art and design Design and technology Special educational needs

The inspection contractor was:

Bench Marque Limited

National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Stanbridge is a good school that provides good value for money. It has made substantial improvements in recent years under the headteacher's strong leadership. Staff work very effectively as a united team and are highly committed to ensuring that all pupils receive a high quality of education that fully meets their needs. Standards continue to rise each year and, by the end of Year 6, levels of attainment are at least what is expected in all areas of the curriculum.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and management.
- There has been good improvement since the last inspection.
- The quality of teaching is good and helps pupils to raise standards and levels of achievement.
- Pupils' personal development is good.
- The provision for pupils with special educational needs is good.
- The Foundation Stage is not recognised sufficiently as a stage in its own right and clearly defined leadership and management is not yet in place.

The school was previously inspected in March 1999. At that time many areas were identified as weaknesses and all have now improved substantially as a result of the headteacher's very good leadership. The very good influence and support of the governing body and the whole school determination to succeed have also had significant impact on improvement. The quality of teaching has risen considerably, with improved subject knowledge and the development of very effective assessment-driven planning. Standards have risen, and continue to do so, in many subjects by the time pupils reach the end of Year 6. This is particularly noticeable in English, mathematics, science and information and communication technology. From below average in 1999, standards in these and all other subjects are now at least in line with national expectations while in English, the standard of pupils' writing is clearly above average.

### STANDARDS ACHIEVED

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

Achievement is satisfactory overall. This means that, by the end of Year 6, all pupils achieve at least what should reasonably be expected of them and those with special educational needs achieve well. Standards in Year 6 are above average in writing and average in all other subjects. The past attainment of Year 6 pupils shows their overall ability to be below that of the pupils who took the national tests in 2003. By the end of Year 2, results in the national tests are average in reading and mathematics, and in writing in 2003 were well above average. Pupils of all ages have a good ability to work independently but also collaboratively when this is required. Children in the Foundation Stage are on track to exceed the early learning goals set for the end of the reception year in their personal, social and emotional development and in their speaking and listening skills, and to achieve the goals in all other aspects of their development.

**The quality of pupils' moral and social development is very good, spiritual development is good and cultural development is satisfactory. Pupils' attitudes and behaviour are good, as is their attendance and punctuality.** Pupils' relationships with others are very good. Behaviour in lessons is very good but that of older pupils during recreation periods reflects some boredom due to lack of opportunities for structured play. Overall, these outcomes reflect the good attention paid by the school to ensuring educational inclusion for all pupils.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching is good in English, mathematics and science.** Teaching has improved considerably since the last inspection. It now results in good quality learning by pupils, especially in the Foundation Stage and in Years 3 to 6. Teaching and learning in Year 6 are consistently very good and help pupils to achieve well in all subjects. Teaching is satisfactory overall in Years 1 and 2, where the expectations of the older pupils need to be higher.

The school shows good concern for the care, health and safety of pupils. There is a high level of quality support for pupils with special educational needs. The curriculum is broad and balanced and well-planned learning activities meet the varying needs of groups of pupils of different abilities very successfully. There is a satisfactory range of extra-curricular activities. The school works well with parents, providing good information about their children's education and how they can help.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management is very good overall.** The headteacher's highly effective leadership and management of the school focuses on raising standards through improved quality of teaching, ensuring good management by all key staff and most of all through a commitment to teamwork involving all members of teaching and non-teaching staff, pupils, parents and governors. Improvements are managed very well by this teamwork approach and are overseen by very effective procedures used by senior managers, subject co-ordinators and governors to monitor and evaluate the school's progress. A very well led governing body is a strength of the school. Office and administrative staff make an excellent contribution to day-to-day management of the school.

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

The school has good links with parents, who particularly appreciate the fairness with which all pupils are treated. There is good appreciation of the ways in which the school has improved in recent years. Pupils like the fact that they are consulted about the school. They are very positive about the school and enjoy their learning.

## **IMPROVEMENTS NEEDED**

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

- Develop the use of information and communication technology across the curriculum.
- Establish clearer identification of the Foundation Stage as a specific stage in children's education with leadership and management roles and responsibilities distinctly established.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

At all ages, pupils are achieving satisfactorily and the overall standards in each area of learning or subject are at least in line with what is expected nationally. There is a clear trend of rising standards and increasing achievement.

#### Main strengths and weaknesses:

- Year 6 pupils' results in national tests are rising each year
- Year 2 pupils' results in the national writing test show good annual improvement
- Standards in speaking and listening are now above average in Year 2
- Pupils in Year 6 are achieving above average standards in writing
- Information and communication technology (ICT) is not being used sufficiently to improve pupils' learning in other subjects and raise standards still further in ICT

#### Commentary

##### Foundation Stage

1. Children start school in the reception classes with average standards overall. The current reception children are slightly above average in their personal, social and emotional development and their speaking and listening skills. Although early in the year, the children are making steady progress and are in line to achieve all the early learning goals that have been set for the end of the reception year in mathematical, physical and creative development and in their knowledge and understanding of the world. In the case of personal, social and emotional development and speaking and listening, the majority of children are on track to exceed the goals in these areas of learning. Other aspects of communication, language and literacy, such as early reading and writing skills are developing satisfactorily and most children are working towards successful achievement of the specific goals. Children are generally achieving as well as they should. The early identification of children with special educational needs, the setting of specific short-term targets for their learning and the good planning of work and support to enable them to achieve the targets are already having good impact on their progress. The result is that this group of children is achieving well in relation to their initial ability levels.

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

Standards in:	School results	National results
reading	15.5 (16.1)	N/a (15.8)
writing	15.9 (15.5)	N/a (14.4)
mathematics	15.8 (16.5)	N/a (16.5)

*There were 51 pupils in the year group. Figures in brackets are for the previous year*

2. The school's results in national tests for Year 2 pupils have fluctuated in the past few years with only writing showing a regular, annual improvement. Mathematics improved steadily until 2002 but, like reading, dropped in 2003. Compared with national results in 2002, the school's performance was average in reading and mathematics but well above average in writing.
3. Standards in the current Year 2 are average overall in English and mathematics but there are specific strengths. Speaking and listening skills are above average and most pupils speak confidently in front of others, expressing their ideas and opinions clearly. Pupils' reading and



writing skills are developing satisfactorily and higher attaining pupils are achieving above average standards. The same is true of these higher attaining pupils in mathematics. As a result of good teaching last year, all pupils are starting Year 2 with a very secure knowledge and understanding of basic number work. Standards in all other subjects are in line with national expectations. Most pupils achieve satisfactorily in relation to their prior attainment; pupils with special educational needs are continuing the good progress and achievement shown at the Foundation Stage.

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

Standards in:	School results	National results
English	28.2 (26.7)	N/a (27.0)
mathematics	27.8 (26.1)	N/a (26.7)
science	29.9 (27.2)	N/a (28.3)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

4. Good annual improvements in national test results represent good progress and achievement by the school since the last inspection. In line with overall improvement, increasing percentages of pupils have been gaining the higher-than-expected Level 5 in all tests. The 2003 results are a significant move forward.
5. Pupils in Years 3 to 5 achieve satisfactorily but in relation to past performance, current Year 6 pupils are responding to very good teaching by increasing their rate of progress and achieving well. Their standards are currently above average in writing and average in reading, mathematics and science. Expected standards are also being achieved in all other subjects. This consistency is a marked improvement on standards and progress at the last inspection which were below expectations in all but reading and physical education. The eventual effects of the very good teaching in Year 6 cannot be predicted but levels of achievement are already improving noticeably in number work, scientific enquiry, ICT and history. Higher attaining pupils are achieving as well as they should but improved rate of progress is evident in lower attaining pupils and those of average ability. Throughout the key stage, pupils with special educational needs achieve well.

**Pupils’ attitudes, values and other personal qualities**

**The school sets high standards of conduct, resulting in good social and moral development, good behaviour and good attitudes to work by pupils.**

**Main strengths and weaknesses:**

- Pupils respond well to the high expectations of conduct, resulting in good standards of behaviour and attitudes to their school work
- Pupils display good social skills with high levels of respect and moral awareness
- Relationships are very good
- In the Foundation Stage, pupils achieve the early learning goals of personal, social and emotional development
- Attendance is good

**Commentary**

6. The school sets high standards for conduct, which are conscientiously and consistently reinforced by all the staff, resulting in the creation and maintenance of a positive learning environment. Pupils’ behaviour is generally good and is frequently very good in lessons. They move around the school in an orderly fashion, for example in assemblies. It is also good

indoors at lunchtimes, where they wait patiently in line to collect dinners. With the lack of play resources during the morning and lunchtime breaks, older pupils can quickly become bored and the standard of behaviour occasionally slips. However, the school is aware of this deficiency and it is being addressed.

7. Pupils enjoy school and speak well of it. The staff's clear expectations and their enthusiastic teaching in most lessons results in pupils being well motivated towards their learning. They pay attention to their teachers, are engaged and focused on their work, enthusiastically join in activities and discussions and maintain good concentration for sustained periods. The majority of pupils show very good levels of self-discipline and work effectively without being closely supervised.
8. The positive attitudes shown to school and all that is experienced there develop well from the attention paid to children's personal, social and emotional development at the Foundation Stage. Here there are good relationships between children and children and adults. The high degree of mutual respect and the success with which children respond to the expectations of good behaviour are consolidated and developed in subsequent years.
9. The school's overarching approach to social and moral development permeates all its activities. Pupils are involved in drawing up school and class rules, which they well understand. They respond well to the school's supportive approach and most of them show considerable improvements in their social skills during their school life, displaying good levels of confidence and self-esteem. The staff are good role models and their consistent reinforcement of positive moral standards is reflected in pupils' understanding and respect for the feelings, values and beliefs of others.
10. The very good relationships are a major strength and form a continuously strong and positive underpinning to pupils' learning. Collaborative learning and support for each other are unquestioned aspects of life in classrooms. Pupils feel valued by teachers and other adults and reciprocate accordingly. They respond well to opportunities to exercise responsibility, willingly undertaking helpful duties in all classes and demonstrating good levels of initiative, independence and personal responsibility.
11. Pupils are keen to attend school and most have good attendance records. The school's procedures are effective and overall attendance levels have improved in the last year.

## Attendance

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

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.5

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

## Exclusions

There have been no exclusions in the last school year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education by paying good attention to all aspects of pupils' development and constantly seeking to improve the effectiveness of teaching and the quality of the learning opportunities for all pupils.

## Teaching and learning

**Teaching is good overall. In Years 1 and 2 it is satisfactory while at the end of Years 3 to 6 it is consistently very good. The overall quality of learning is good and improves as pupils get older.**

### Main strengths and weaknesses:

- Very good teaching in Year 6 is raising pupils' levels of achievement and their standards across the curriculum
- By good implementation of the National Literacy and Numeracy Strategies, teachers have raised pupils' standards significantly since the last inspection
- Pupils enjoy learning and this is due to teachers' good understanding of how pupils learn best
- Teachers match learning activities very carefully to the needs of groups of pupils of differing abilities
- Information from assessment is used well in the planning of the next stage in pupils' learning
- There is insufficient use of ICT to enhance pupils' learning across the curriculum
- Levels of expectation and challenge of pupils towards the end of Year 2 are not high enough

### Commentary

12. The quality of teaching shows marked improvement compared with the last inspection when nearly a quarter of all teaching was unsatisfactory. New appointments, very good monitoring and evaluation of teaching and learning by the headteacher, senior managers, and English and mathematics co-ordinators have all contributed to the improvement. Above all else is the willingness of teachers to learn from each other and to improve the quality of the learning activities planned for pupils. Over time this has been the main reason for the significantly better standards reached at the end of Year 6.
13. Teaching and learning are good overall at the Foundation Stage and in Years 3 to 6 and satisfactory in Years 1 and 2. This is mainly because some teachers are working with younger age groups for the first time and are still in the early stages of learning about the specific learning needs of the pupils. Variations in the quality of teaching and learning do exist within key stages. The quality of teaching of pupils in Year 6 is particularly impressive, being very good in three quarters of lessons observed and good in the remainder. The consequence is the very good quality of learning by pupils of all abilities in Year 6 and their improving achievement. There are also variations in the quality of teaching and learning between subjects. This is consistently good in English, mathematics and science across the school. There have been far fewer observations of other subjects and the teaching seen has been satisfactory in all, except physical education where teaching and learning are very good due to teachers' high levels of subject knowledge and very good planning of learning activities.
14. A consistently good feature of teaching is the use of support staff who provide good guidance to the pupils with whom they work as a result of the thorough briefing they receive from the class teachers. In particular, such staff are vital to the progress of pupils with special educational needs. These knowledgeable staff are helping the pupils to make good progress, especially in English and mathematics. Good progress is also evident in the few pupils with English as an additional language. None currently require specialist support from visiting teachers. They have very positive attitudes to learning and receive good general support from school staff and other pupils. High attaining pupils are given appropriately challenging learning activities and the above average standards that they maintain reflect satisfactory achievement.

15. Where teaching is at its best it inspires pupils to work harder than ever before and makes them want to achieve the high level of challenge that has been set for them. The excellence of teaching and learning in a Year 4 mathematics lesson was due to the teacher's high level of subject expertise combined with very good understanding of the methods and strategies that stimulate successful learning. The brisk pace was always controlled by continuous assessment of how well pupils were learning the strategies for addition and subtraction using a number line. Many progressed to working with large numbers owing to the skill with which the teacher helped them to really understand the principles behind the calculations that they carried out.

**Summary of teaching observed during the inspection in 50 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	12 (24%)	23 (46%)	13 (26%)	1 (2%)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

**The curriculum**

**The curriculum has been developed well since the last inspection, when several key areas had weaknesses. The needs of all pupils are now met successfully by thoroughly planned learning opportunities across all subjects.**

**Main strengths and weaknesses:**

- Curriculum planning is much improved compared with that at the time of the last inspection
  - There is good provision for pupils with special educational needs
  - A good programme of personal, social and health education is provided for pupils
  - There is insufficient use of information and communication technology across the curriculum
16. The school provides a broad curriculum which meets all statutory requirements and effectively supports pupils' academic and personal development. This is a similar situation to that which was reported in the last inspection. However, the previous report also noted numerous weaknesses in relation to the schemes of work and pupils' progress in many subjects and also in the provision for pupils with special educational needs. The school has successfully addressed each of the issues raised and has brought about significant improvement.
17. There has been considerable improvement in curriculum planning, which successfully ensures that all pupils have equal opportunity to engage in a broad range of interesting activities. All subjects now have an approved scheme of work which teachers use well to support their planning, and sufficient time is allocated to enable all subjects to be taught in sufficient depth. In addition, the headteacher has been skilful in matching suitably qualified and committed staff to each of the curriculum areas. Each subject is at least adequately equipped and there are very good resources for science. As a result of these innovations, standards of attainment have risen steadily and pupils are achieving at least as well as they should in all subjects. There are emerging strengths in the strategic planning of speaking and listening in Years 1 and 2, the quality of writing across the curriculum in Years 3 to 6 and the more positive approach to investigative science throughout the school. Further initiatives are planned which have the potential to strengthen links between subjects, although these are in the early stages of development.

18. There is a good programme for personal, social and health education that ensures that pupils are well informed about aspects of their personal development. Pupils' understanding is consolidated successfully by the regular opportunities for discussion and reflection about issues.
19. There has also been good improvement in the arrangements for supporting pupils with special educational needs. This is because the co-ordinator has been successful in improving both the quality of pupils' individual education plans and the support the pupils receive from teachers and teaching assistants. Teaching assistants are very well informed about their roles and provide very good support for the pupils in their care. There is also a good supply of lunchtime supervisors who work hard to ensure the welfare and safety of all pupils in the school.
20. The school has sufficient staff to meet the demands of the curriculum and adequate resources. Members of staff give their time generously to provide a reasonable variety of sports activities and clubs which are well attended and have a positive impact on pupils' personal development. Year 6 pupils are given the opportunity to enjoy a residential outdoor activities week in Weymouth. The curriculum is also enhanced by visits to places of interest and by visitors to the school such as authors, poets and teachers from other countries such as Canada, Zimbabwe and the Netherlands. The school accommodation has been improved in recent years by the addition of new classrooms, a computer suite and a library. The school provides a suitable environment for Stanbridge pupils' preparation for the next stage of their education.

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

**The school ensures pupils' care, welfare, health and safety well, and provides good support, advice and guidance. The school actively seeks pupils' views and involves them well in its work and development.**

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

- Pupils' confidence and self-esteem are promoted and developed successfully
- The good induction arrangements enable children to quickly acclimatise to their learning environment.
- Pupils' personal development receives good attention within a secure and safe environment

#### **Commentary**

21. The overwhelming majority of pupils are happy in school, trust the staff and are aware how they can obtain help. Pupils work and play well together. There are effective policies and procedures relating to health and safety and child protection with good co-ordination with outside agencies so that further support may be provided in appropriate cases. Pupils are well supervised by teachers and other staff. These positive arrangements reflect the school's commitment to care and welfare. All staff have good knowledge of pupils and the pupils' personal development is informally, but systematically, monitored. Staff provide good standards of pastoral support and care, recognise the individual needs of pupils and act quickly to assist any pupil who is anxious or in need of support.
22. Reception staff work closely with parents and the feeder pre schools, the main one of which is on the same site. As a result they have good knowledge of the new children's abilities and development. All these measures work to ensure the smooth transition of the children when they commence school so that they settle into their new routines quickly and happily.
23. A high priority is placed on the development of pupils' confidence and self-esteem and they are encouraged to articulate their views on the life of the school. As a result, an environment of openness in which pupils' views are valued has been successfully established. Staff respect

pupils, who reciprocate accordingly with confidence and enthusiasm. The expression of opinion and constructive criticism within a structured framework stimulates pupils' self-esteem and participatory skills, reduces the reticence of those who might otherwise be less effective in their work and significantly contributes to their engagement and achievement. For example, the school has recently introduced its own pupils' questionnaire following a pilot in the previous year for Year 2 pupils. This was introduced as an initiative to promote pupils' self-esteem, but also acts as a valuable channel for pupils' opinions and views. Pupils are actively involved in projects, for example a road traffic survey, which involved them making a presentation and coherently marshalling their arguments. Pupils have had a major input into the recent redevelopment of the toilets.

24. The school council is an important part of this process with representatives from Years 2 to 6, who are currently elected on a termly basis. Members gain valuable experience in organisation and representation at the frequent meetings, but all pupils are involved through the feedback to classes. The lively and effective meetings are well supported, but not overly directed by staff. The members express themselves with developing articulation and become responsibly involved in the life of the school. For example, during the inspection they were formulating their plans for a pupils' questionnaire on the development of the playgrounds.

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

**The school has good partnerships with parents and other schools. Parents are very well informed.**

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

- Parents feel involved in the work of the school and are very well informed about its activities and their children's progress
- Pupils benefit from the good transfer and shared arrangements with other schools

#### **Commentary**

25. The school communicates frequently with parents and, as a result, the overwhelming majority of them are productively engaged with the school's educational direction and support for pupils. There is a readable and informative fortnightly newsletter. Each term the school provides detailed curriculum information for all classes and subjects, including information on how parents can contribute to their children's learning.
26. A significant minority of parents responding to the questionnaire did not feel that the school seeks their views. The inspectors could find no evidence to support this and endorse the view of the majority of parents that the school is accessible, that parents are welcomed and that members of staff are approachable. The school arranges curriculum-related workshops for parents each term, for example on literacy and numeracy. These are usually very well supported. Parents attending are provided with an evaluation sheet and shortly afterwards the school sends parents a summary of the issues covered, the comments parents have made and how it intends to address them. This is a very good standard of parental involvement in the information process.
27. Parents are kept fully informed of their children's progress through the consultation meetings with staff which are held every term and also through informal contact throughout the year. A significant minority of parents responding to the questionnaire felt that they were not well informed about their children's progress. The inspection team does not agree with this view. The pupils' annual reports vary in quality, but are good overall. However, in some classes the reports are of a very good standard with detailed information on all subjects, more specific individual targets and extensive detail on children's understanding, knowledge and skills. The general comments on all reports show good knowledge of the pupils.

28. Reports would be even better by being related to National Curriculum levels for all years. This practice has been trialled in the past and could usefully be re-introduced either in written annual reports or by discussion at consultation meetings.
29. The school has satisfactory links with the community that include frequent use of school facilities by community groups. There is good liaison with all the pre schools and there is a good flow of information; in some cases records are extensive. Most pupils transfer to two secondary schools and the school has good links with them both. Standard transfer information is used, pupils attend an induction day and Year 7 staff visit the school. The school also has good links with local independent schools. Pupils benefit from shared arrangements with the secondary schools, for example science support for Year 5, through a mathematics competition for local primary schools, and the use of an indoor gymnasium. Pupils are also involved in projects related to the school's valuable links with schools in Portugal, Germany, Italy and Romania.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher and key staff provide strong, very good leadership and good management of the school. A very good governing body is rigorous in its monitoring of the school's progress and is a strong source of support for staff and pupils.**

Central to the effectiveness of the school's well-planned educational direction and priorities is the shared commitment of all teaching and non-teaching staff and governors to continuous improvement of the quality of education and of the standards achieved by pupils.

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

- The headteacher provides very good leadership of the school
- Very good leadership by its chairperson makes the governing body a very effective source of support and challenge for the school
- Knowledgeable, individual governors provide very good support for key aspects of the school's work
- Office and administrative staff make an excellent contribution to day-to-day management of the school.
  
- The Foundation Stage lacks clearly defined leadership

### **Commentary**

30. The headteacher's leadership is very good, and the clear direction that he gives to the school has ensured that leadership shown by other staff is at least good, with that by the deputy headteacher being very good. This general picture is an improved situation from the one at the time of the last inspection. There is an overall drive for improvement and a shared purpose. All staff are strongly committed to continual improvement. Subject leaders analyse results and monitor standards in their subjects effectively, and these standards in the national tests in English, mathematics and science are now comparing well with those nationally. The influence of strong leadership is reflected throughout much of the school. However, the leadership of the Foundation Stage is not as well focused because this stage, as yet, is not perceived as a distinct area in its own right. The co-ordinator for special educational needs provides very good leadership which is responsible for the steady improvement in provision since the last inspection. This is because she has created a positive ethos in which teachers and support staff work closely and successfully together to cater for the individual needs of those pupils who need extra help. A further exemplary model of leadership exists in mathematics where the co-ordinator has been instrumental in driving standards upwards.

31. The strength of the leadership is in the way everyone is involved in the school's goals. Not only in reaching them, but also in formulating a joint, agreed strategy for improvement. The School Improvement Plan is an effective whole school vehicle for improvement. All staff are committed to ensuring pupils are involved in the decision-making process through the school council and there is an overall commitment to inclusion and equality of opportunity.
32. The quality of the management of the school is good and the main strength is again the strong team commitment from all staff in managing and evaluating agreed priorities. Day-to-day management of school life is impressively smooth. This is due to the excellent quality of the work of office and administrative staff.
33. The school is well organised and managed. The staff are clear about their roles, responsibilities and personal objectives and work together very effectively. Regular self-evaluation and the monitoring of performance data take place and key priorities are agreed with staff. All targets are related to whole school improvement and continuing staff development detailed in the latest school development plan. There is effective delegation of responsibilities and staff support each other well in successfully meeting the school's targets. Various working parties are created to review and monitor key procedures related to improving performance, raising standards and doing the best for all pupils. A good example of this is the rise in writing standards in recent years.
34. The governing body works tirelessly at providing very good support for all aspects of the school's work. The commitment and very good leadership of the chairperson has been instrumental in guiding the governing body towards a much improved influence on the school than at the time of the last inspection. Progress towards the school's targets is monitored rigorously and key aspects of the school's work, such as the raising of standards in English and mathematics, are influenced very positively by the interest and involvement of the individual governors who have been nominated to oversee work in these subjects. This applies equally to the governors who link with ICT and special educational needs. The well-led governors' premises committee has spent much time on the background work required to secure the recent improvements to the accommodation.

### **Financial information**

35. The school's good approach to financial management includes rigorous evaluation of the cost-effectiveness of financial decisions in terms of the educational benefits to pupils. Best value principles are applied well to management and the use of resources.

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

Income and expenditure (£)	
Total income	811,859
Total expenditure	791,447
Expenditure per pupil	2,040

Balances (£)	
Balance from previous year	39,010
Balance carried forward to the next	20,412



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

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

Overall the children are provided with a good start to their education. This was also highlighted at the last inspection. Induction procedures and good links with parents help support children's entry to school. There are very good links with the nearby playgroup as well as other pre-school providers. The weakness in provision is that the senior management of the school are not sufficiently aware of the specific identity and needs of the Foundation Stage. It is seen only as a part of the wider provision for pupils aged four to seven. Leadership of this area of the school is, therefore, weakened with no formal strategies in place for evaluating the work and specific needs of this stage.

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

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

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

- Good teaching communicates high but realistic expectations
- Children experience a strong sense of security
- Learning opportunities encourage children to respect one another and develop good relationships

#### **Commentary**

36. Children enter the reception class above national expectations in their personal, social and emotional development. They quickly begin to feel safe and secure in their new environment and make satisfactory progress. The quality of teaching and learning is good. All the adults provide positive role models for the children, and expectations of the way the children should behave are high. Children can independently select from a range of activities. They interact positively together, sharing, chatting and enjoying their time at school. They show care for each other and their surroundings and look after the teddy bears each child has brought to school. The majority of children are on course to exceed the early learning goals in their personal, social and emotional development by the time they leave the reception class. This area of learning is well managed by all the adults and they work well as a team. This aspect of children's development appears to have improved since the last inspection, even though no overall judgement on standards was made at that time.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children are quickly developing good speaking and listening skills

#### **Commentary**

37. Children enter the reception class with standards in line with national expectations in reading and writing and above in speaking and listening skills. They enter in-line in their skills at reading and writing. The quality of teaching and learning are good and already most children are beginning to identify some letter sounds and point to them in words. Most children are confident to put initial marks on paper to explain their drawings and the more able children are beginning to use some of the letters within the marks. They understand the way books are laid

out and know that writing conveys meaning. Most children are gaining confidence in talking to adults and in front of a group. Those less confident are given good encouragement and support to help them achieve well. All the children listen attentively, and a small group of more able children can repeat phrases from stories when acting them out in role-play situations. The majority of these children are on course to exceed the early learning goal in speaking and listening, and to reach it confidently in reading and writing, by the time they leave the reception class. The curriculum is clearly managed and planned by the two reception teachers. No overall judgements on standards and quality were made at the last inspection to enable a comparison to be made.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

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

- Children are making good early progress in number work

### **Commentary**

38. Children enter the reception class in line with national expectations in their understanding of number. There was no evidence available to make a judgement on other areas of mathematical development, although, when questioned, a few children did know the name of a circle and a square. Teaching and learning are satisfactory with adults using every opportunity to reinforce the use of numbers, such as counting the number of children in a line, or number of items in a group. Most children can chant numbers to ten, but are not yet confident to point to objects as they count. More able children recognise their numbers and can count an irregular arrangement of up to ten objects. Most children are on course to reach the early learning goal in number by the time they reach the end of the reception year, with more able children exceeding it. The teachers plan effectively for this area of learning and manage it well. The previous inspection made no judgement on standards or quality for a judgement on progress since the last inspection to be made.

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

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

### **Commentary**

39. Children enter the reception class in line with national expectations in the development of their knowledge and understanding of the world in which they live. The quality of teaching and learning is satisfactory with all adults using every opportunity to explain to children about the world around them. The children learn about different materials by selecting the right one to fill 'teddy's tummy', selecting cotton wool and wool. They are beginning to understand the difference between old and new and understand some of the features of the teacher's old teddy. They interact with a satisfactory range of equipment which enhances their understanding, such as cars on a road and what happens at a garage. They are using the computer with enjoyment. The children are on course to reach the early learning goal in this area by the time they leave the reception class. Teachers plan effectively for the range of experiences and manage the resources well. Overall the satisfactory progress noted at the last inspection has been maintained.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**

### Main strengths and weaknesses:

- Good teaching of indoor movement lessons is helping children to progress and achieve well in the development of their physical skills
- Resources for outdoor play are currently very limited

### Commentary

40. Children enter the reception class in line with national expectations in their physical development. The quality of teaching and learning is good and all children are achieving well in the development of their physical skills. There is evidence that these children will at least attain the early learning goal by the time they leave the reception class, with a significant number of them exceeding it. There is effective adult support during physical movement and use of apparatus, which supports individual pupils' learning. Those children less confident are quickly supported by the adults and they make good progress. Children move spontaneously to music. They are beginning to understand the need to find their own space, can travel along benches by balancing, and use hand-eye co-ordination well when cutting and sticking. The adults manage this area of learning satisfactorily with good preparation. However, whilst the outside area is used for a range of activities, it is limited in its support for this area of learning. There has been improvement since the last inspection but the lack of outside play equipment, including tricycles, limits its effectiveness because it reduces the range of activities the children can experience.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses:

- Children are confident and enjoy creative activities

### Commentary

41. The children enter the reception class in line with national expectations in their creative development. Teaching and learning are satisfactory. Children join in enthusiastically with known songs, they create imaginative situations with the help of adults, and they are using paint well to create a picture of their teddy bear. These children are on course to reach the early learning goal, by the time they reach the end of the reception year. Resources are well managed by staff, which support children's learning. Provision remains good as was noted at the last inspection.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

**Provision in English is good and has resulted in good achievement by pupils and higher standards over recent years.**

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

- Consistently good teaching builds on good planning and the use of regular assessment
- There is improved teaching of literacy skills in links with other curriculum subjects

#### **Commentary**

42. Overall achievement by pupils is good. By the end of Year 2, standards are at expected levels in reading and writing and above expected levels in speaking and listening. By the end of Year 6, standards are at expected levels in reading, speaking and listening and above expected levels in writing. These are improvements since the previous inspection, when all standards at the end of Year 2 were at expected levels, standards at the end of Year 6 were below expected levels in speaking, listening and writing and progress throughout Years 3 to 6 was judged unsatisfactory.
43. The school's procedures for implementing and adapting the National Literacy Strategy have been effective. In Years 1 and 2 pupils begin to explore the differences between written and spoken language. Teachers plan a good range of interesting activities that enable pupils to discuss particular topics or themes and then provide stimulating opportunities for them to apply what they have learned during shared and guided writing. Most pupils speak and listen with assurance and make thoughtful contributions. Year 2 pupils have been given good opportunities to develop their personal and social skills by designing posters to highlight elements of the school's code of conduct, such as '*Thinking of Others*'. Gifted pupils, higher attaining pupils and those with special educational needs are suitably challenged at their different levels of capability to achieve their full potential.
44. In Years 3 to 6 teachers provide a good level of challenge focusing on the whole process of writing from planning to editing. Shared reading sessions are used effectively to focus on key elements such as vocabulary and sentence structure and different styles of writing, for example instructional text, persuasive writing and narrative writing. Pupils express their views confidently knowing that their contributions will be listened to by adults and peers alike. They identify with characters in books, gain greater enthusiasm for literature and most have preferences for favourite authors.
45. A very good example of the good standards in narrative writing was seen in Year 6. Pupils had identified the importance of the beginning and the build-up, and were planning the next stage - the dilemma. Very good teaching and high expectations challenged pupils to consider complex sentences and adventurous vocabulary. Very good responses and attitudes resulted as, in pairs, pupils investigated and communicated ideas well.
46. The quality of teaching and learning is good overall, and is better than at the previous inspection. All teaching is either good or better and almost half is very good. Teachers plan carefully, regularly assess pupils' progress and adjust the pace of learning in relation to the rate of achievement by pupils. Lessons are well structured and have a clear sense of purpose. Relationships are very good and bring a happy and co-operative spirit to learning activities. All teachers use questions and prompts skilfully to promote further understanding of tasks and to stimulate different ways of thinking. As a result of these effective strategies, all pupils achieve well. Boys and girls attain similar standards due to the focus given to interesting texts and the effective direct teaching of small groups alongside worthwhile activities for the rest of the

class. Provision is enhanced by visits from invited children's authors and a Shakespeare Workshop.

47. The subject is very well led and managed by the experienced co-ordinator who provides good support for colleagues in maintaining the school's strong focus on literacy. Assessment procedures are good and are used effectively to track pupils' progress and meet the needs of all pupils. Resources are of good quantity and quality and are used well to support pupils' learning. Gifted pupils, pupils with special educational needs and the very small number of pupils who speak English as an additional language all achieve well as a result of the support provided.

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

48. Teachers plan interesting activities in other curriculum subjects such as science, geography and history to consolidate and extend pupils' literacy skills. There are limited links with ICT but this is a current priority area following the completion of the new ICT suite. A good example of links with history was seen in Year 2 when pupils discussed the Great Fire of London. The teacher encouraged all pupils to share and discuss their knowledge of events, including the diary accounts of Samuel Pepys. One pupil was then selected to be Samuel while others asked him questions about what he had seen. The pupils responded well with imaginative answers. Interaction was very productive and this later helped pupils to write their own convincing versions of a diary written at that time as eyewitnesses.

## **MATHEMATICS**

**Provision in mathematics is good and this is raising pupils' standards year on year so that increasing numbers are achieving well in each year group.**

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

- There has been good annual improvement in national test results by pupils in Year 6
- Excellent subject co-ordination drives the improvement in the quality of teaching and pupils' standards
- Teaching is consistently good
- Teacher plan very thoroughly learning activities that are closely matched to the needs of groups of pupils of different abilities
- There is insufficient planning of the use of ICT to support pupils' mathematical learning
- A more systematic overall plan is needed of mathematics across the curriculum

### **Commentary**

49. Year 2 pupils achieve satisfactorily overall but pupils with special educational needs achieve well and are rapidly overcoming any learning difficulties as a result of the good support that they receive. Pupils in Year 6 are achieving well and flourishing on the very good teaching. Pupils in Year 2 are on track to achieve standards in line with national averages by the end of the year. They are building on the good progress evident in Year 1 and acquiring a sound knowledge and understanding of number and methods of calculation. Compared with their past attainment, standards in Year 6 are average overall but a good proportion of the pupils are on track to be above average by the end of the year. In work on fractions, higher attaining pupils accurately calculate different types of fraction that are equivalent, including decimals and percentages. Lower attaining pupils have a sound knowledge of proper and improper fractions and know key vocabulary such as nominator and denominator.
50. Achievement in Years 3 to 6 is good overall and this includes pupils with special educational needs in all year groups. Performance in annual tests shows that there is an above average

proportion of Year 5 pupils who are exceeding the expectations of their age. There is thus a range of indicators of significantly higher standards and improvement in progress in Years 3 to 6 that has occurred since the last inspection.

51. The National Numeracy Strategy is implemented well throughout the school. The quality of teaching and learning is satisfactory overall in Years 1 and 2 and good in Years 3 to 6. The difference arises from teaching at Key Stage 2 being generally more effective through higher expectations, more challenge for pupils and more successful involvement of all pupils in whole class beginnings and endings of lessons. A strength shared by all teachers is the high quality of their planning. This is a joint exercise in year group teams and it takes careful account of the different abilities of pupils. Not only are pupils in each year from Year 2 to Year 6 taught in two ability-based classes (sets) but within each set there is further matching of tasks to abilities, with three and sometimes four different tasks being planned for each lesson. This has a good impact on the rate of pupils' learning and it is chiefly based on the good ongoing assessment by teachers of pupils' learning in each lesson.
52. The improvements in pupils' standards and the quality of teaching since the last inspection are reflective of the influence of the subject leader. Co-ordination of the subject is excellent in both its leadership and its management. The co-ordinator's detailed analysis of pupils' performances in regular testing highlights specific areas for development in each year group. Annual action plans identify wide-ranging, relevant tasks that always refer back in some way to the raising of standards. Two additional features of this ideal model of subject co-ordination are, firstly the developing partnership with parents through meetings and a mathematics newsletter, both of which are excellent guidance to parents on how they can help their children's learning. Secondly, the co-ordinator himself benefits from the knowledgeable support of the governor linked to the subject. Her detailed report shows an excellent understanding of the subject priorities and why each target is in place.

### **Mathematics across the curriculum**

53. Pupils have good opportunities to use their mathematical knowledge in other subjects. These include data handling in science to present results of investigations in appropriate forms of graphs and charts. Measurement is practised regularly in design and technology. The gradual development of mapwork skills in geography incorporates increasingly accurate work using co-ordinates. However, such experiences are planned incidentally and there is currently no whole school overview of this application of mathematical knowledge.

## **SCIENCE**

Provision in science is **good**.

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

- Standards in science have improved consistently year on year since the time of the last inspection
- The co-ordinators have worked hard to improve provision in this subject, encouraging effectively the emphasis on developing pupils' enquiry skills
- The range of resources is very good, including the input from specialist teachers from the secondary school and the wider community to enhance provision during successful events, such as the Science Fair
  
- There is insufficient use of ICT to support pupils' learning

### **Commentary**

54. Overall the pupils are achieving satisfactorily, particularly in the development of the way they record their scientific ideas, their investigations and their results. By Year 6, achievement is good. Standards at the end of Year 2 and Year 6 are now average. This has been good improvement since the last inspection, when standards in Year 6 were well below average and highlighted as a key issue for action. In their work on forces in Year 2, pupils are able to explain a range of actions in terms of whether they are a 'push' or 'pull'. They understand the key principle that actions can also change the shape of materials. In Year 4, pupils have expected levels of knowledge in the way they read a thermometer and explain the qualities of different insulating materials when setting up a fair test. In Year 6, pupils are attaining as expected when planning an investigation on how to make a substance dissolve more quickly. They can formulate an appropriate investigation in a clear way using appropriate scientific language and methods. There was no evidence in lessons of pupils using ICT to develop learning but there are plans to buy more software in the future.
55. It is clear that both literacy and numeracy skills are being applied and reinforced well through science work. Pupils use a range of styles of writing including text and labels and are able to set out a scientific experiment correctly. Speaking and listening skills are developed well through science lessons. Pupils use a range of tables, graphs, measurements and data. All pupils enjoy investigative work and this supports the learning of pupils with special educational needs, who receive good support from adults as well as other pupils. The more able, older pupils are being suitably challenged and are achieving satisfactorily.
56. The quality of teaching and learning is good overall. The strengths are:
- in the way teachers plan to incorporate not only scientific knowledge but vocabulary to be used and skills to be developed;
  - good subject knowledge and clear explanations;
  - good questioning techniques: this was seen in a Year 3 lesson on light and shadows, when questions were used well to reinforce learning, clarify understanding and extend knowledge;
  - motivating activities, which pupils enjoy: Year 6 pupils thoroughly enjoyed their investigation on finding ways to help the sugar dissolve quicker in their teacher's tea.
- All of these lead to good quality learning by the pupils.
57. Pupils are assessed well informally throughout lessons, as well as formally at the end of topics. Pupils' results are analysed and data collected. This has led successfully to highlighting what pupils need to do to improve, and this has been instrumental in raising standards. There is good co-ordination of the subject, with clear monitoring of teaching and of pupils' work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

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

- The quality of teaching and learning of ICT skills is good throughout the school
- The co-ordinator provides good leadership and management
- The use of ICT to support learning in all areas of the curriculum requires further planning
- The systems for assessing how well pupils are doing are not yet being used sufficiently to plan next stages in pupils' learning

### **Commentary**

58. In the last inspection, standards by the end of Year 2 and Year 6 were judged as below average and pupils were not progressing as well as they could. The school took immediate and effective action, firstly by providing an up-to-date computer suite and secondly by improving curriculum planning to ensure that pupils were given regular opportunities to develop

the necessary skills using the new equipment. As a direct result of these initiatives, pupils throughout the school are now achieving satisfactorily and standards by the end of Year 2 and Year 6 are typical for pupils in their age group.

59. In Year 2, pupils are entirely used to working at a computer, either on their own or with a partner. As early as the beginning of Year 1, the pupils follow instructions from their teacher to gain safe access to the Internet to gather information they need. Pupils develop their independence to the extent that by Year 2 the vast majority competently use the mouse and keyboard to operate the tools and symbols on their screens without help. More able pupils confidently use programs to produce graphs of their classmates' favourite fruits or to flip, rotate and copy shapes and images, reflecting standards above those usually seen. The less able pupils need regular support from their working partner or an adult to finish the work set for them.
60. In Year 6, most pupils are becoming aware of the wider uses of ICT and that they can use it as a convenient tool for controlling events. In a Year 6 lesson, for example, the whole class appreciated that technology is used to control many of the appliances they have at home, such as central heating. Consequently, the vast majority used their computer to set up and operate a simple program for turning a gas fire on and off. Some more able pupils, on the other hand, went beyond expectations for their age and independently simulated a program which would make the fire switch on and off in response to changes in temperature. Only a small minority of less confident pupils, who have not fully mastered the necessary keyboard skills by this stage, need regular reassurance and help and do not achieve the expected standards.
61. The quality of teaching and learning of ICT skills is good throughout the school. This is because teachers have worked hard and successfully to make the fullest use of the computer suite and to develop their own technical skills and confidence. Additionally, they thoroughly plan their sessions in the suite. As a result, the activities are imaginative and exciting and are set at the right level of difficulty for pupils of different abilities in their classes. Pupils therefore look forward to and enjoy using computers, which is clearly reflected by their enthusiasm and behaviour and their willingness to share ideas and support their work partners. Another good feature of lessons is the way in which teachers make themselves available to support individuals, encouraging more confident groups to explore new techniques, whilst supporting those who are less skilled. However, despite their best efforts, teachers find it difficult to support all pupils all of the time because teaching assistants are not usually available for these lessons. Consequently, pupils with special educational needs sometimes have to wait for help to arrive. Although they achieve satisfactorily overall, they do not progress quite as quickly as in lessons where additional adult help is available.
62. The new subject co-ordinator is already providing good leadership and has created a strong platform for further improvement beyond that achieved since the last inspection. She recognises that in order to further raise standards, there is a need to encourage colleagues to formally build more opportunities for pupils to use technology into their planning for the various subject areas so that computers become an integral part of day-to-day learning. At the same time, there is a need to establish an efficient system for measuring pupils' progress against nationally agreed standards.

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

63. This is a major area for development in this year's school development plan. At present ICT is often used to good effect to support learning in some subjects, for example through the use of spreadsheets in mathematics and using Internet sources in historical research. Such good practice could be further developed. There is also a need for an overall plan of when ICT is being used in different subjects and a record of the skills that are being developed by these experiences.

## **HUMANITIES**



The school's provision for the humanities is satisfactory overall with history being a strength. Good attention has been paid to weaknesses in these subjects found at the last inspection, resulting in higher standards overall.

## Geography

Provision for geography is **satisfactory** and meets requirements.

### Commentary

64. By the end of Year 2 and Year 6 achievement is satisfactory and pupils attain expected levels. This is an improvement since the previous inspection when progress in Years 3 to 6 was judged unsatisfactory.
65. It was only possible to inspect parts of two lessons during the inspection. Evidence from these observations and limited samples of pupils' work, show that the programmes of work in each year group build systematically on pupils' knowledge and understanding. These range in Years 1 and 2 from their local area to an area different from their own, and in Years 3 to 6 from carrying out local surveys and learning more about the British Isles to wider world issues and comparisons. Most classes maintain a regular feature called '*Where in the World?*' This is an ongoing response to national and international news items which pupils identify and show interest in. They identify the places referred to on world maps and maps of the British Isles. Teaching and learning are satisfactory. Teachers plan varied and interesting topics which involve pupils productively. Pupils of all capabilities are sensitively supported at their levels of need with different challenges in good links with literacy, particular speaking and listening. Writing skills are developed effectively, for example when pupils write '*Postcards from Abroad*'.
66. The new co-ordinator has only been in post for three weeks but is already drawing up an action plan to review coverage and skills content and an audit of resources. Adequate cultural links are established with the support of projects in India and links are soon to be made through the Internet with a school in Toronto. Provision is further enhanced by a residential visit to Osmington Bay to extend learning, particularly of mapping skills.

## History

Provision in history is **good**. The school's planning provides good coverage of the subject and enables pupils to achieve well.

### Main strengths and weaknesses:

- Teachers make lessons interesting and effectively stimulate historical enquiry skills

### Commentary

67. By the end of Year 2 and Year 6 pupils achieve well and attain expected levels. This is an improvement from the previous inspection when progress in Years 3 to 6 was judged unsatisfactory and little history took place. The quality of teaching and learning is good and has resulted in improved achievement and standards.
68. Pupils in Year 1 develop early awareness of the differences between the past and present when they look at homes from long ago and collect old and modern day toys. They show an emerging sense of chronology when comparing them. Year 2 pupils build on their knowledge of the past by learning about and discussing important events, such as the Great Fire of London. Speaking and listening skills are encouraged effectively in lessons by teachers who use a good

range of interesting strategies, for example the question and answer session with a pupil pretending to be Samuel Pepys. This session enabled pupils to write their own diaries as eyewitnesses with good quality results.

69. In Years 3 to 6, good planning provides clear objectives for extending pupils' knowledge and enquiry skills. Good use is made of artefacts, gathering information from the Internet and visits to museums to give learning a clear sense of purpose. Year 3 pupils were observed looking at pictures of archaeological findings from Tutankhamun's tomb and using the information that the sources provided. They then decided what else they would like to find out about their selected area of focus when visiting the Bristol Museum the following week. A few pupils used ICT skills to research information about life in early Egypt to enhance their evidence. Year 4 and Year 5 pupils extend their learning by studying the Tudors and the Victorians, showing increasing knowledge of the main changes, events and characters. By Year 6 pupils achieve well and are keen to learn, for example about Britain since 1948. A very good start was made by setting homework to inspire pupils and their parents to choose significant events and dates to find out about. Topics included 'The Beatles', 'England winning the World Cup in 1966' and 'Moon Landings'. Pupils produced a good range of presentations, including posters, information from selected websites and diagrams showing changes in such areas as transport, diet, fashion and leisure activities. All pupils enjoyed these activities and have developed good attitudes to the subject. Higher attaining pupils were challenged to gather more detailed evidence whilst lower attainers and pupils with special educational needs were sensitively supported by teachers and teaching assistants to achieve their full potential. The subject has been led and managed well to bring about the resulting improvements.

## Religious education

Provision in religious education is **satisfactory**. Since the last inspection the school has made good progress in raising standards throughout the school.

## Commentary

70. Standards of work are now satisfactory and in line with national expectations. The requirements of the locally agreed syllabus are being met and the curriculum is based on this, together with plans produced by the Qualifications and Curriculum Authority (QCA). This is good improvement from the time of the last inspection when standards were satisfactory for the younger pupils, but unsatisfactory for the older pupils.
71. Although only two lessons were observed, teaching and learning within these were satisfactory. The teachers had an understanding of the subject and used it effectively as a vehicle for developing pupils' moral and social awareness. In Year 6, pupils have studied the Eightfold Pathways of the Buddhist faith and are compiling their own set of rules for themselves, their colleagues and the classroom. These pupils are understanding about other faiths, learning to respect the views of others and then adapting this knowledge to help them develop their own ideas of the rules they should live by within their own community. There is insufficient evidence available to judge whether the more spiritual dimension of the subject is being addressed effectively.
72. The co-ordinator leads and manages the subject satisfactorily and ensures appropriate plans and resources are available to support teachers and pupils.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen to make an overall judgement about provision in music.

### Music

73. In the two music lessons seen in Years 3 to 6, pupils' standards and achievement were satisfactory, as were the teaching and learning. The quality of singing in the two hymn practices observed was in line with expectations which, for Years 3 to 6, is an improvement on standards at the last inspection. There is a satisfactory range of resources for delivery of a curriculum that, in its planning, meets requirements. The status of music within the school is not high. There are few opportunities for pupils to learn to play an instrument. A small choir meets weekly and there are opportunities for pupils to participate in local festivals. Pupils are told little about music that is played before and after collective worship and this is a lost opportunity for adding to pupils' musical knowledge or appreciation.. There is also a lack of evidence of pupils' past work in music as there is little permanent recording of pupils' performances or written work. A new co-ordinator is preparing an action plan for the subject's development.

### Art and design

Provision for art and design is **satisfactory**.

#### Main strengths and weaknesses:

- Teachers' planning is good
  - Systems for assessing pupils' progress need further development
  - There is insufficient celebration of pupils' achievement through display
74. Pupils throughout the school, including those with special educational needs, are achieving as well as they should and standards by the end of Year 2 and Year 6 are similar to those found in most schools. The last inspection report did not include a judgement on standards but indicated clearly that pupils made unsatisfactory progress in art and design. The school took immediate steps and successfully addressed this issue by introducing an improved scheme of work to guide teachers' planning. This ensured far greater continuity from year to year and pupils now steadily develop the necessary skills, step by step, as they grow older.
75. By Year 2 pupils have engaged in a reasonably wide range of activities to develop technique and gain experience in using different media, often using either the natural environment or their own experience as a focus. For example, they represent insects and animals through line drawings and through collage using textiles. The majority have sufficiently developed skills to draw still-life objects, for example, with reasonable accuracy. More able pupils achieve the standards expected for their age, introducing shading and a sense of texture into their work, whilst the work of a small minority remains immature and slightly below the expected level. Pupils are also given the opportunity to explore sculpture and to weave using natural materials or paper.
76. Pupils continue to build on their range of skills from Year 3 onwards and by Year 6 are working equally confidently with paint, textiles or drawing tools. Year 5 pupils, for example, use a blend of charcoal and white chalk to create subtle images with an awareness of light and dark. Year 6 pupils apply these skills to portrait drawings and to represent the body in movement. The better attempts at portrait drawings seen during a Year 6 lesson were clearly above the standards found in most schools, whilst the work of a small minority still lacked depth and a sense of proportion, which is below expectations.

77. The quality of teaching and learning is satisfactory overall and was good in some lessons seen during the inspection. The best feature of teaching throughout the school is the teachers' positive approach in planning and organising a variety of interesting activities which successfully engage the interest of their class. For instance, the Year 4 work on 'Journeys' makes very good use of ICT as a creative source. In this example, pupils used a digital camera to capture interesting images on a journey around the school which they saved on computer. They then edited and enhanced them using a creative software package. Gasps of excitement echoed around the computer room as pupils discovered and shared with each other their appreciation of the capability of modern technology. The teacher, in this instance and in others, encouraged pupils to describe their work and to this extent, teaching makes a good contribution to the development of speaking and listening skills.
78. The co-ordinator is providing sound leadership for the subject, chiefly through ensuring that other teachers in the school are planning to an agreed scheme of work and are devoting sufficient time to the teaching of art and design and this is having a positive impact on standards. In order to further raise standards there is a need to place more emphasis on celebrating the school's achievement and exhibiting the work which has resulted from teachers' and pupils' hard work. This is sometimes done well, but the approach to mounting and displaying work is inconsistent. Pieces are sometimes not attractively labelled and mounted, missing opportunities to drive up standards still further. Similarly, the portfolio of work, although containing good examples of work, is not well organised and a further opportunity is missed to use this as a means of measuring the quality of Stanbridge pupils' work against nationally agreed standards. Overall, there has been good improvement since the last inspection.

## **Design and technology**

Provision in design and technology is **satisfactory**.

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

- Teachers' planning is good
- The systems for assessing pupils' progress need further development
- Pupils do not have sufficient experience of learning activities in control technology

### **Commentary**

79. No lessons were seen during the inspection. However, a close scrutiny of pupils' work in the subject portfolio and on display clearly indicates that teachers are planning the full range of activities required to meet the requirements of the National Curriculum and that pupils are achieving as well as they should. This reflects good improvement since the last inspection when progress throughout the school was judged to be unsatisfactory. Standards by Year 2 and Year 6 are similar to those found in other schools.
80. By Year 2, pupils are fully accustomed to considering the design of their product and comparing different options before they begin the making process. Their work reflects adequate skills in designing and making models with specific features and functions. For example, they design and construct a vehicle with axles which can carry a toy. By Year 6, pupils' work demonstrates a suitable degree of development in their ability to evaluate the quality of their product during the making process and to improve them. Their later work also shows that they are including more sophisticated mechanisms, such as cams for making moving toys, and more difficult joining skills which require careful and accurate measurement which make a positive contribution to the development of numeracy skills.

81. The co-ordinator is providing sound leadership and has been instrumental in ensuring that teachers throughout the school carefully plan a suitable range of activities so that pupils achieve at a suitable rate. She is also developing a portfolio of work which has the potential for measuring and exemplifying standards but it is not supported by any formal system for assessing pupils' achievement against nationally agreed standards. Additionally, there is a need to make more considered strategic use of information and communication technology, particularly control technology, to provide a fuller range of more sophisticated tasks for older pupils. There has been good overall improvement since the last inspection.

## Physical education

Provision in physical education is **satisfactory** although, with only three lessons being seen, there are aspects of the subject for which there is insufficient evidence for specific judgements on standards in most areas of activity.

### Main strengths and weaknesses:

- The quality of teaching is very good

### Commentary

82. Year 2 pupils' standards in gymnastics are in line with expectations. Actions of balance and rolling are performed with control and co-ordination and pupils are starting to link different actions successfully to form smoothly flowing short sequences. In Year 1, standards in gymnastics exceed expectations. The pupils perform jumps that have well-defined shape and landings with balanced control. The games skills of Year 6 pupils meet expectations overall, although in the hockey skills lesson seen a quarter of pupils showed above average technical ability for their age. The majority have a satisfactory understanding of basic tactics when attacking and defending in team games.
83. The overall quality of teaching and learning is very good. In the Year 1 lesson, this high quality was the prime reason for pupils' standards reaching such a good level by the end of the lesson. The teaching, like that in the Year 6 games lesson, had clarity of instruction, excellent organisation, knowledgeable guidance and feedback for pupils based on very good observation of individual pupils' work. Pupils were encouraged, corrected if needed, challenged when ready and given good levels of responsibility for organising themselves and equipment.
84. A broad, balanced curriculum is provided and there is good emphasis on developing pupils' knowledge and understanding of the principles of health-related exercise. Pupils have access to a satisfactory range of extra-curricular sporting activities and regular opportunities for competitive sport both within the school and against other schools. A new co-ordinator brings a good level of subject expertise to the role and is currently working on an action plan for the subject's development.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Insufficient work has been seen to form an overall judgement about teaching and learning but planned provision has good features. There is a well-planned programme that ensures that pupils are well informed about aspects of their personal development. Pupils' understanding is consolidated successfully by the regular opportunities for discussion and reflection about issues.
86. Personal, social and health education (PSHE) is well established in the school. An experienced co-ordinator has collated a useful portfolio that provides evidence of past work by all year groups. This is an informative resource for teachers and it offers evidence of reflective work by

pupils. A strong feature of the programme of learning activities is the high quality of pupils' work related to 'Bullying' and 'Relationships'.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

*poor (6); very poor (7).*