

# INSPECTION REPORT

## **SUMMERHILL JUNIOR SCHOOL**

St George, Bristol

City of Bristol

Unique reference number: 108965

Headteacher: Mr C Galliot

Lead inspector: Dr M J Bradshaw

Dates of inspection: 25<sup>th</sup> - 27<sup>th</sup> November 2003

Inspection number: 258061

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	337
School address:	Plummers Hill St George Bristol
Postcode:	BS5 7JU
Telephone number:	0117 903 0347
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Langham
Date of previous inspection:	23 <sup>rd</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

The school has 337 pupils from Years 3 to 6. The proportion of girls is just over 51 per cent. The changes to the school's roll during the school year are quite high; 20 per cent of pupils in Year 6 last year did not enter the school at the beginning of Year 3. Observations of Year 3 pupils and attainment data show that the attainment of children joining the school in Year 3 is well below average in their English skills. Most pupils (84 per cent) are from a white ethnic background. The remaining pupils come from a large variety of ethnic backgrounds. There are two pupils, who joined the school very recently, who are at an early stage of acquiring English. Pupils' backgrounds are below average. About 20 per cent of full-time pupils claim free school meals, just above the national average, although the figure was higher in Year 6 last year. About 22 per cent of pupils have been identified as having significant learning needs, including five pupils who have a statement of special educational needs.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6169	Dr M J Bradshaw	Lead inspector	Science Information and communication technology Physical education
11414	Mrs A Bennett	Lay inspector	
24528	Mr G Mutton	Team inspector	Special educational needs Mathematics Geography Religious education
33612	Ms S Beardmore	Team inspector	English History
17208	Ms G Briggs	Team inspector	English as an additional language Art and design Design and technology Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory school**, which provides **satisfactory value for money**. Most pupils enter the school with attainment levels that are well below average in English. Poor attendance reduces pupils' progress. During their time in school, pupils make satisfactory progress and their achievement is satisfactory, although standards are often below average by the end of Year 6. Teaching is satisfactory overall, and often better than this in half the classes. Leadership and management of the school are satisfactory.

The school's main strengths and weaknesses are:

- Pupils achieve well in science, information and communication technology (ICT) and design and technology.
- The school provides good care for its pupils and the attitudes and behaviour of pupils are good.
- Teaching assistants provide good support for pupils.
- The leadership of many subject co-ordinators is good.
- The quality of teaching has improved and is satisfactory overall. However, there are weaknesses in teaching within parts of the lower school.
- Pupils' attainment in English, especially writing, and in mathematics is not yet high enough.
- Although the curriculum is broad and balanced, it is not organised to make best use of the time available, and provision in music is unsatisfactory.
- Staff deployment, including the allocation of non-teaching time, is not sufficiently focused on the key areas of the school's work or areas for development.
- Attendance is too low.
- There are omissions from the prospectus and governors' annual report.

The school has made satisfactory progress since the last inspection and dealt with most key issues. Pupils' attainment has increased, especially in mathematics and science, at a rate faster than that found nationally. Standards of writing, however, remain well below average. Teaching is better; there is more very good and less unsatisfactory teaching than reported previously. Effective use is made of teaching assistants to support pupils with special educational needs. The curriculum is broad and balanced, and suitable planning is in place. Assessment of pupils' attainment has improved and satisfactory use is made of the information to monitor pupils' progress and set targets. Pupils' attitudes and behaviour are better, and there are fewer instances of pupils being excluded, but the number of exclusions remains high. Attendance is poor, but the rate of unauthorised absence is lower. There are still omissions from the school's prospectus and governors' annual report.

### STANDARDS ACHIEVED

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

*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.*

By the time pupils leave the school, **achievement is satisfactory**. Satisfactory progress is evident in most subjects, and it is good in science, ICT and design and technology. It is unsatisfactory in music. The high mobility of pupils affects the comparison with other schools adversely. Most pupils who started the school at the beginning of Year 3 and left at the end of Year 6 in 2003 made at least satisfactory progress and they attained higher standards than those who did not start at the beginning of Year 3.

Standards in English, especially writing, remain well below average. They are about average in reading. Standards are below average in mathematics and science, although over four-fifths of pupils reach or exceed the expected standards in science. The science results indicate pupils made good progress. In ICT, pupils attain average standards and achieve well. In most other subjects, Year 6 pupils achieve satisfactorily and reach the standards expected. The exceptions are design and technology, where pupils achieve well and attain standards above those expected, and music, where achievement is unsatisfactory and attainment is below the standard expected.

**Pupils' personal qualities are good, and their spiritual, moral, social and cultural development is satisfactory.** Pupils have a good understanding of right and wrong and they develop good relationships. Their attitudes and behaviour are good. Attendance is poor.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is satisfactory** and this results in satisfactory learning. The quality of teaching and learning varies from class to class. They are mostly at least satisfactory and, in about half the classes, they are good. Unsatisfactory teaching is most common within parts of Year 3. Teaching and learning are best when pupils are engaged in practical activities, and weaker where teachers talk for too long at pupils. Teaching assistants support groups of pupils well, including those with special educational needs.

The school provides a satisfactory curriculum, but time is not used to best effect. This is a caring school in which the social needs of pupils are looked after well. Provision for special educational needs is satisfactory, and the area is managed well. Parents are not sufficiently involved in the work of the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are satisfactory.** The headteacher has a clear vision for the school and has created a caring community. The leadership of subject co-ordinators is mostly good, but not all have sufficient time to fulfil their responsibilities. Management is sound and the school runs smoothly. The governing body has a sound understanding of the school's strengths and weaknesses. There are, however, a number of vacancies and there are omissions from some of the school's documentation.

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

Most parents are reasonably satisfied with the school. In particular, they think their children like school and make good progress. They also think teaching is good, but inconsistent. A large minority of parents have concerns over aspects of bullying and harassment. The school is aware of this and deals with instances when they arise. Pupils are generally positive in their views of school.

## **IMPROVEMENTS NEEDED**

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

- to continue to strive to improve standards in English, especially writing, and mathematics;
- to improve the consistency in the quality of teaching to match the best in the school;
- to organise the curriculum to make more effective use of the time available and to improve the provision in music;
- to review the management of teachers' time and the use of non-contact time to meet the school's needs;
- to introduce measures to help to raise attendance levels.

and, to meet statutory requirements:

- ensure that the prospectus and governors' annual report contain all required information.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Achievement is **satisfactory**. When pupils leave the school, standards in the core subjects are **below average**, and they are **average** in most other subjects.

#### Main strengths and weaknesses

- Achievement is good in science and ICT.
- Achievement is good in design and technology, and attainment is above the standard expected.
- Attainment of pupils by Year 6 is below average in English, mathematics and science.
- Achievement in music is unsatisfactory and attainment is below the standards expected.

#### Commentary

1. In recent years, pupils' attainment in English, mathematics and science by Year 6 has generally been well below average. In 2003, results were below average in mathematics and science, and well below average in English. Improvement since 1998 has been strong, and above the national trend, especially in mathematics and science.

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

Standards in:	School results	National results
English	25.3 (24.9)	26.8 (27.0)
mathematics	25.9 (25.0)	26.8 (26.7)
science	28.2 (26.2)	28.6 (28.3)

*There were 80 pupils in the year group. Figures in brackets are for the previous year.*

2. The school's results at the end of Year 6 are adversely affected by the degree of mobility. The results of pupils who started in Year 3 and left at the end of Year 6 in 2003 were significantly better than the overall results, especially in mathematics and science. For these pupils, attainment was average in science and very close to average in mathematics; this represents at least satisfactory or good progress. In addition, the school's data suggest that a significant proportion of pupils who left before Year 6 were predicted to gain at least the expected Level 4. Recent results by Year 6 show that boys have tended to do less well than girls in English and mathematics, but the differences vary from year to year, and are generally similar to the national differences. Similarly, the school's results show no significant differences in the attainment of pupils from different ethnic groups.
3. In English, attainment in both reading and listening is about average, and represents good progress. However, achievement in writing and speaking does not develop as strongly. Attainment in speaking is below average, and it is well below average in writing. Achievement in mathematics is satisfactory, but this means that attainment remains below average. Pupils make good progress and achieve well in science and ICT. In science, attainment is below average overall. It is broadly average in pupils' knowledge and understanding of science, but investigative skills are less well developed. The good progress in ICT means that attainment is at the level expected. In religious education, satisfactory achievement is reflected in attainment that matches the expectations of the locally agreed syllabus. Good achievement in design and technology results in attainment that is above that expected. Pupils' musical skills do not develop well because of inconsistencies in the teaching and planning. Lessons seen in physical

education showed attainment close to that expected, with satisfactory achievement in dance and gymnastics.

4. Throughout the school, pupils' with special educational needs make satisfactory progress overall. They often achieve well in relation to the targets within their individual education plans and, where relevant, their statements. These pupils achieve best when supported by learning support assistants individually or in small groups. By the time pupils leave the school, most of those with special educational needs attain Level 3, the bottom end of the expected range, in English, mathematics and science.

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

Pupils have **positive** attitudes to being in school and behaviour is **good** overall. Pupils' personal development is **satisfactorily** supported. The levels of attendance are **poor** and there is too much unauthorised absence. Punctuality is **satisfactory**.

### **Main strengths and weaknesses**

- Attitudes toward learning are good overall.
- Behaviour is mostly good; poor behaviour by a few affects learning among younger pupils.
- Provision for pupils' moral and social education is good.
- Attendance is poor.

### **Commentary**

5. There have been improvements in this area since the last inspection. Pupils are friendly, interested and caring, and enjoy their responsibilities. They grow in social awareness and ability to take responsibility in their time in school. Relationships between pupils are good; older pupils act as buddies for younger ones, and each class has representatives on the school council. They enjoy the residential opportunities, which also contribute well to their social development. The school has established a set of values and matching behaviour, which it is seeking to communicate and work through. These are designed to guide pupils' personal development, and are being introduced through assemblies.
6. Pupils in Years 5 and 6 classes show particularly good attitudes towards learning, even when the teaching is only satisfactory. This is because the teachers have established clear expectations for their behaviour. It is not as good in certain classes in Years 3 and 4 because teachers do not have the strategies to manage it. This is a similar problem to that at the last inspection, and not all teachers use circle time, when pupils sit in a circle to discuss various topics, to help resolve relationship issues and reinforce expected behaviour. Pupils can lose concentration in long lessons, and they were distracted in an assembly by a wandering pre-school child because they were not fully engaged. Lessons and assemblies give pupils few opportunities for quiet reflection and thinking time to appreciate things beyond themselves, and so their spiritual development is only satisfactory. Pupils are clear about right and wrong, and like to be sent to the headteacher for praise. The reward systems are extensive, and pupils also need to know that it is important to do the right thing for its own sake. Provision for pupils' cultural development is satisfactory, which is similar to the last inspection. Occasionally, a pupil's own heritage is acknowledged and used within a lesson, but there are insufficient planned opportunities to extend and use what exists within the school's own community.

### **Attendance**

7. Attendance is well below the national median, and has hovered around this level for some years. Most pupils arrive on time for school each day, but punctuality is a problem for a significant minority. The school logs this carefully, and is diligent about following it up with parents, without much success. Despite strong support from the education welfare service,

attendance has only improved by 0.3 per cent in the last year. The unauthorised absence rate remains very high, although halved from the time of the last inspection. The school has begun to use a computerised attendance package without the associated hardware, so monitoring is shared between three people. This is not making best use of the system, which could easily be programmed to identify and monitor individual attendance levels. When governors report annual attendance statistics to parents, they report numbers, not percentages, and so miss the opportunity to add their comments. Similarly, attendance is reported numerically on a pupil's end-of year-report, but not turned into a target for improvement.

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

Authorised absence		Unauthorised absence	
School data	5.7	School data	1.1
National data	5.4	National data	0.4

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

**Exclusions**

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
280	12	0
1	0	0
1	0	0
6	0	0
3	0	0
10	0	0
15	0	0
5	1	0
3	0	0
4	1	0
1	0	0
5	0	0
3	0	0

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

- Behaviour is good overall, and often very good in Years 5 and 6, which helps to promote good learning in these classes. No incidents of bullying or other anti-social behaviour were observed. There have been reported incidents of bullying and racial name-calling, which the school has dealt with appropriately. In the playground, pupils are boisterous. There were 14 fixed-term exclusions in the last school year, involving five pupils. The rate is half that at the time of the last inspection, and exclusions are apparently successful. Two boys separately told an inspector that they had learnt a lot through being excluded, and their classmates confirmed how different they were.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education based on a **satisfactory** curriculum and **satisfactory** teaching. Care for the pupils is **good**.

### Teaching and learning

Teaching, learning and assessment are **satisfactory**.

### Main strengths and weaknesses

- Teaching in half the classes is good; this is mostly in Years 5 and 6.
- Teaching and learning are generally good in science, ICT and physical education.
- Teaching assistants make a good contribution to the learning of pupils with special educational needs.
- Weaknesses in teaching are most evident within Year 3.

### Commentary

#### *Summary of teaching observed during the inspection in 41 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (9.8%)	18 (43.9%)	14 (34.1%)	4 (9.8%)	1 (2.4%)	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.*

9. Teaching and learning are satisfactory. There are, however, variations within the school. The good teaching consistently seen in about half the classes, mainly but not solely in Years 5 and 6, leads to good learning. These good or very good quality lessons build on consistently high expectations of pupils' behaviour and attitudes. Teaching and learning also tend to be better where pupils have opportunities to be engaged in practical activities. In satisfactory lessons, in particular, teachers tend to talk for too long at pupils and this leads to a loss of concentration, and learning slows as a result. In lessons that are less than satisfactory, which occur mainly within Year 3, the teachers' inability to control pupils results in unsatisfactory learning. Pupils in these lessons tend to be inattentive, display unsatisfactory attitudes and, on occasions, wander around without a specific purpose. However, in one of the Year 3 classes, none of these features is evident. In the best lessons, teachers have high expectations and use a range of techniques to good effect. Learning is made fun by the use of relevant practical activities, such as when pupils in a Year 6 science lesson were investigating the effect of distance from a screen on the size of the shadow. Similarly, in ICT lessons linked to geography, good use was made of pupils' skills to extend learning. In physical education, teachers ensure that pupils extend their skills well. The effectiveness of teaching in some of the foundation subjects, such as music, is limited by the way the curricular time is used. Planning of lessons is often very detailed, but these plans are not effective if there are weaknesses in control.
10. In lessons where the teaching is good or very good, pupils with special educational needs are well supported in lessons and provided with appropriate tasks and learning materials. This is not the case when teaching is less effective, and there are also too many occasions when teachers do not have the extra help they need in order to provide additional support. However, arrangements for withdrawing pupils from classrooms for specific learning on structured programmes is good and often very good, with teaching assistants demonstrating good subject knowledge and an understanding of pupils' needs.

11. Assessment in the school is satisfactory. An extensive range of whole-school procedures, managed by the headteacher and deputy headteacher, allows the school to track pupils' progress, from entering Year 3 to Year 6, in English, mathematics and science. This information is recorded on paper. The lack of computerised systems makes detailed analysis of trends and identification of variations in the progress of different groups of pupils very difficult. The school does monitor the progress of boys, girls and pupils from different ethnic groups, but the procedures are inefficient and time consuming. The assessment of the progress of pupils with special educational needs is good. Throughout the school, marking is inconsistent. Work is marked according to the school's procedures, but only the best includes comments to help pupils appreciate how they could improve.

## The curriculum

The curriculum is **satisfactory**. It provides an adequate range of curricular opportunities necessary for the delivery of the National Curriculum. Pupils receive a broad and balanced curriculum. **Satisfactory** accommodation and resources meet the needs of the curriculum.

## Main strengths and weaknesses

- Classes are organised into single ages to ensure work is correctly targeted at particular age groups, which is an improvement since the previous inspection.
- The curriculum is enhanced by the involvement in 'Creative Partnerships', which facilitates additional opportunities for the arts.
- Provision for pupils with special educational needs has good and very good elements.
- Planning of the timetable and organisation of the school day do not promote the effective delivery of some foundation subjects.
- Untidy accommodation and storage does not demonstrate quality presentation.

## Commentary

12. Since the last inspection, the school has reorganised the classes from mixed ages into single year groups. This ensures that the correct level of curriculum is being delivered to the appropriate age group.
13. The school is part of the national 'Creative Partnerships' initiative. This provides the school with additional funding to be spent on arts initiatives. Over the last two years, the school has enjoyed visits to the theatre and orchestra, and artists have visited the school to work with pupils. There has been a particular emphasis on dance, which all pupils have enjoyed. The crafts of theatre production and technology have been targeted for the coming projects. Opportunities are available for pupils to join in after-school activities in tennis, basketball and cricket. Pupils may also attend a football coaching session, French or Spanish classes that all take place after school. These are run by external providers and therefore charge an attendance fee. There are no opportunities for pupils to take part in inter-school physical education or sports competitions. During the day, there is a good range of instrumental tuition offered such as keyboard, strings, drums and woodwind, but again there is a charge for the lessons. The curriculum is enriched by opportunities in Years 4 and 6 to join residential trips.
14. The curriculum is organised with at least one daily English and mathematics lesson. Subjects such as art and design, design and technology, geography, history and music are taught in blocks of time spread across the year. In most classes, there is only one afternoon per week dedicated to these subjects. This form of organisation does not provide continuity in developing skills, particularly in subjects such as music, which require regular practice to build on previous work. The timetable is organised into four main teaching sessions during the day. In some cases, these sessions are too long and pupils' interest wanders. Time is also lost through overly long registration procedures and the management of pupils as they come in and out of the school at playtimes.

15. Provision for all pupils to have equal access to opportunities is satisfactory. Girls, boys and pupils from minority ethnic groups are treated fairly. The provision for pupils with special educational needs is satisfactory overall with some good and very good elements. Pupils' individual education plans (IEPs) are well written with appropriate targets set. Structured programmes of work are well organised and supported by a good range of resources and staff with good expertise. There are occasions when the special educational needs of individual pupils within classes are not sufficiently catered for. The necessary liaison with the infant school and the local secondary school provides pupils with smooth transition procedures.
16. There are sufficient qualified teachers for the size of school. Teaching assistants receive relevant training to enable them to carry out their good work with groups of pupils who are withdrawn from the classroom. However, as there are only five teaching assistants there are few opportunities for pupils to receive targeted support within the classroom.
17. The accommodation is satisfactory and enables the full curriculum to be taught. It is generally clean and provides a safe learning environment. However, the very untidy state of some of the classes, group rooms and store areas means that space is wasted and the old resources appear shabby. This does not demonstrate to pupils a care for the environment and model high expectations and quality presentation. The outside playground is tidy with places for pupils to sit and play; a pergola is provided for summer shade and an environment area has been created for environmental study. A field is used for sports and recreation when the weather is dry. These facilities contribute positively to science, geography and physical education.

### Care, guidance and support

The school provides **good** care, welfare, health and safety for its pupils. The provision of support, advice and guidance is **satisfactory**. Procedures for gathering pupils' views are **good**. The school takes good care of its pupils and makes their welfare a priority. They are encouraged to take responsibility and to value their successes. This is as good as at the last inspection.

### Main strengths and weaknesses

- Teachers offer pupils good personal support and pupils feel comfortable and safe in school.
- The personal, social and health education (PSHE) programme helps pupils to learn to care for themselves.
- Good support is provided for pupils with special educational needs.
- The school council gives pupils a role in some decision making.
- The caretaker has had no training in health and safety.

### Commentary

18. The headteacher makes pupil welfare a priority. He is a visible presence throughout the school day and the focus of the many reward schemes in place to encourage and motivate pupils. He takes responsibility for child protection matters, and procedures used comply with those agreed locally. Governors take full responsibility for health and safety issues, and appropriate procedures are in place, including Internet safety, but the caretaker has not had health and safety training for his work. Pupils who are injured or unwell receive good care from suitably trained first-aiders, but the area they rest in is not ideal.
19. Most pupils transfer from the adjacent infant school, and classes are kept the same for continuity. The arrangements are satisfactory. Healthy eating is promoted through a fruit stall at break-times. PSHE lessons help pupils to understand how to take care of themselves and why this is important. The school council represents every class, but their discussions relate simply to their own playtimes. This term they wrote letters to parents asking them for support in fundraising for more play activities.

20. Many teachers have been in post for some years and they are good at providing personal support for pupils. Guidance in their academic progress lags behind that for personal development because assessment information is not organised effectively. Staff work very closely together to monitor the progress of pupils with special educational needs. Pupils' IEPs are reviewed regularly and appropriate targets are set. The monitoring of pupils' progress towards their targets is very good.

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

Links with parents are **satisfactory**. Parents are supportive of the work of the school, but are not active partners in the education of their children. The links with the local community and with other schools and colleges are **good**.

## **Main strengths and weaknesses**

- Parents are keen to watch their children's performances, but do not get actively involved in helping them at home.
- The school makes good use of its community.
- The school's written information for parents is not in a style they can easily understand.
- Reports do not clearly tell parents how their children are getting on.
- Parents of pupils with special educational needs are regularly consulted.

## **Commentary**

21. Parents take a passive role where their children's education is concerned. They are content with what their children achieve, and more concerned for their welfare than for their academic standards. More than 30 per cent of those responding to the pre-inspection questionnaire were concerned about bullying, although they acknowledged that reported incidents are dealt with appropriately. Inspection evidence confirms this.
22. The school is not communicating with parents clearly enough. The style of the prospectus, governors' annual report to parents and newsletters is very formal. In its desire to be thorough, too much information is provided, and lifted straight from school documents rather than interpreted and explained; for example, curricular information is a large sheet from the teachers' planning, and the prospectus gives chapter and verse of the whole behaviour policy. The school has yet to consider and consult parents about the best ways of communicating with them.
23. Parents have termly opportunities to meet their children's teacher. End-of-year reports, whilst giving satisfactory detail about what the pupils know, understand and can do, rarely indicate how they are getting on in relation to their own ability or national expectations for their age. Teachers' notes in preparation for consultation meetings are more useful because they give targets for improvement. Parents willingly attend events where their children are performing, but curricular information sessions, at a range of times through the day, are poorly attended. The school has provided all parents with published guidance on supporting their children with numeracy, but these alone are not enough to elicit support for work at home. The parents of pupils with special educational needs are consulted regularly about the progress their children are making. The contribution that parents are making to their children's progress is recorded on pupils' IEPs, although it is not the practice of the school to record parents' suggestions on these plans.
24. The school makes good use of the expertise available through local secondary schools to benefit its pupils' learning in science, ICT and drama. Regular visits to places of interest and visits from an author and a budding pop star added to pupils' enjoyment, and the school makes good use of its local churches and other places of worship. Arrangements for pupils

transferring to secondary school are good. Pupils visit one school during Year 5 and a thorough induction programme follows in their chosen school.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. Subject co-ordinators lead and manage their subjects **well**. Management of the school is **sound** and the school runs smoothly. The governors give support to the direction of the school, and their contribution to leadership and management is **satisfactory**, but not all statutory responsibilities are met in relation to the content of the prospectus and governors' annual report.

### Main strengths and weaknesses

- The subject co-ordinators give good leadership and management in their areas of responsibility.
- All staff reflect the headteacher's lead in the way they care for pupils and encourage honesty, respect for others and tolerance.
- The governance of the school is satisfactory, but not all statutory requirements are in place and there are a number of vacancies on the governing body.
- The management of the workload of some key staff is unsatisfactory, especially that of the special educational needs co-ordinator.

### Commentary

25. The governors continue to work hard at carrying out their duties. This is made more acute due to the four vacancies that exist on the governing body at present. The governors ensure appropriate policies are in place and monitored, and regularly discuss developments with members of the teaching staff. They have a good understanding of the strengths and weaknesses of the school, and they are beginning to be more proactive in raising ideas for the school's future direction. They too often rely on the headteacher for information, and are not always sufficiently involved in the drawing up of the budget and the annual school improvement plans, although they do monitor both of these on a regular basis. Unfortunately, the governors are not fulfilling their legal responsibilities in the provision of information to parents. Although they do not directly affect standards, there are a number of omissions from their annual report to parents and the school prospectus. Some omissions were also noted in the previous inspection report.
26. The headteacher has created a caring environment for the pupils and is proactive in monitoring this. There has been a necessary emphasis placed on raising standards in the quality of teaching and in pupils' attainment and progress. The headteacher has succeeded in leading the school forward and making a positive impact on raising standards in all these areas over the past five years. The headteacher is aware that this needs to continue, so that the standards pupils achieve at the age of eleven are in line with, or better than, schools in similar economic circumstances.
27. The impact of the work of the senior management team is very limited, due to the fact that the team is reduced in number and experience and is not representative of some major areas of the school. The subject co-ordinators, however, are influential within their own areas, with clear action plans for the development of their subjects. At times, these do not fully reflect the more overarching, strategic developments set by the headteacher and the governing body.
28. An experienced co-ordinator for pupils with special educational needs works very hard and makes a very good contribution to the provision for these pupils. Part of her work involves the organisation and deployment of the learning support assistants. She also liaises with parents and with all the outside agencies involved with the assessment and support for special educational needs pupils. The special educational needs co-ordinator has responsibility for a class and only has half a day per week to fulfil her responsibilities. This arrangement is

unsatisfactory, as it does not allow any time for efficient monitoring of the provision for pupils with special educational needs throughout the school. The school's policy for special educational needs does not define clearly enough the separate roles of everyone involved in the provision for these pupils. All other members of the teaching staff, however, are given regular release time, and this results in an imbalance in the use of time to meet the school's specific needs.

## Financial information

29. The school's financial management systems are sound. The school is well supported by the regular visits of an education finance officer from Bristol Local Education Authority. The clerical assistant and the headteacher manage the budget satisfactorily on a day-to-day basis, and weaknesses identified in the recent audit report are being addressed. The school's income per pupil is low and a deficit has been built up in the last two years which should be eliminated this year.

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

Income and expenditure (£)	
Total income	669,117
Total expenditure	677,013
Expenditure per pupil	2,021

Balances (£)	
Balance from previous year	-15,374
Balance carried forward to the next	-23,270

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS IN KEY STAGE 2

#### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Pupils enjoy reading and, by the time they are in Year 6, they reach an average level.
- Leadership of the subject is good.
- Standards in writing are not high enough.
- Although teaching is satisfactory overall, there is insufficient good quality teaching to raise writing standards to average levels.
- Too few opportunities are provided for pupils to speak and express opinions.
- Library provision is inadequate to support learning.

#### Commentary

30. When pupils enter school in Year 3, the standards in reading and writing are well below average. By the time the pupils are in Year 6, reading has improved, so that attainment in National Curriculum tests is average, but writing remains well below average. Since the last inspection, the proportion attaining Level 4 or better in the tests has improved by 23 per cent and, overall, the trend of improvement continues. The improvement in writing, however, is insufficient.
31. Pupils make good progress in reading. When they enter school in Year 3, pupils' attainment is well below average for their age but, by the time they reach Year 6, their reading is in line with the standard expected. Pupils of all abilities expressed an enjoyment of reading and were particularly keen on the school's 'reading challenge'. Pupils reported that they took books home and the poorer readers all said that an adult helped them with reading at home. The older pupils read with fluency and expression and talked with confidence about characters and settings within the text. The lack of consistent guided reading limits the capacity for further improvement.
32. The subject co-ordinator is providing good leadership. She has a good knowledge of how improvements should be made and has brought in systems for individual pupil target setting to help with the assessment of pupils' progress. She monitors standards through looking at planning and pupils' work but, as yet, has not observed any lessons. The local education authority has identified the school to receive intensive support in English this year and will be working closely with the co-ordinator and all teachers to improve standards.
33. On entering school, pupils have low standards of attainment in writing. By the end of Year 6, standards are still well below average. In Year 3, simple words are spelt incorrectly. The use of full stops and capital letters is inconsistent and, in some cases, it is very difficult to understand the meaning of the writing. The presentation and handwriting are generally very untidy with very few pupils using a joined script. By the time pupils are in Year 6, they are beginning to structure their writing so that ideas are sustained but many still have difficulty in conveying meaning in a logical sequence. Vocabulary is more imaginative and basic grammatical sentence structure is developing. However, a significant proportion of pupils continue to misspell simple words and produce handwriting that is poorly developed. There are planned opportunities for pupils to experience different forms of writing, such as stories, letters, poetry and reports, but too little time is allowed for pupils to develop skills within the lessons. In Year 3, in some classes, there is an over-reliance on grammatical exercises, copying and worksheets. Teachers are

developing writing opportunities in other subjects, such as history and geography. These are evident in the planning and work of the upper classes.

34. Although satisfactory overall, the quality of teaching English is inconsistent. The result is a difference in pupils' achievement depending on which class they are in. In Years 4 to 6, where teaching is often good, the lessons move at a good pace with teachers demonstrating good subject knowledge and pupils being encouraged to contribute through discussion. Lessons are planned to cater for pupils of different abilities and time is spent during the lesson to work with targeted groups. Resources are selected to support independent learning, and pupils are motivated to work on given tasks. In Year 3, where teaching is often unsatisfactory, there is a lack of pupil involvement, with the teacher talking at the pupils for long periods of time. There is little or no use of interactive techniques such as partner discussion or teacher demonstration. Lower ability pupils are not supported appropriately and higher ability pupils are unchallenged; consequently, behaviour deteriorates and pupils make little or no progress. In Year 3, there is insufficient teaching of phonics (letter sounds) to help pupils with their spelling and reading skills. Pupils targeted for additional support, who mostly have special educational needs, are withdrawn from English lessons to work in groups with teaching assistants. This support is good and pupils achieve well in these small groups. Work is correctly matched to pupils' ability and there is obvious enjoyment of the activities. Pupils are motivated, well behaved and learn well. All work is marked regularly. Some teachers give very detailed comments relating how work can be improved to meet pupils' individual targets. In the best lessons, pupils are given the opportunity to act upon comments from the marking.
35. Pupils' speaking skills are not well developed. There are too few planned opportunities for pupils to engage in discussion and debate. In many lessons, pupils have to sit and listen for long periods of time, which they often do well, but their speaking is limited to one-word replies in response to undemanding questions. The lack of guided group reading and writing sessions limits daily opportunities for pupils to express opinions and develop a broader range of vocabulary.
36. The provision of English resources to support learning is unsatisfactory. Fiction and reading scheme books, which are mainly kept in the classrooms for pupil access, are in a very poor condition. There is little variety of simpler books, and opportunities for pupils with lower reading skills are restricted to a single reading scheme. Some new resources, including group-reading books, have been purchased recently and the pupils were noticeably pleased to have these. The library space, which is at the end of the upper hall, is inadequate and does not provide an opportunity for a class to work on library and investigative skills. Non-fiction books are in an equally poor condition and are not catalogued in a known system. The library is not an exciting place where pupils want to go to choose good-quality books.
37. Overall improvement since the last inspection is unsatisfactory because there has been little progress in improving writing and speaking skills. Reading has continued to improve so that pupils leave the school at the expected level and individual pupil targets have been introduced to help with assessment of pupils' progress. However writing still remains well below the expected level, speaking opportunities are limited, the quality of teaching is inconsistent and library provision is inadequate.

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

38. Pupils' low achievement, particularly in writing, affects their work in other subjects. There are planned opportunities for pupils to write in a meaningful context in history, geography, science and religious education. These are used well in some classes but not so well in others. Handwriting and presentation of work remain untidy in most subjects, with the exception of mathematics and science, where greater care is taken. Speaking opportunities are developed in science where pupils are encouraged to discuss, question and make predictions. In the best lessons, pupils use appropriate research skills well to discover facts for themselves to inform their learning.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Subject leadership is very good.
- The quality of teaching has improved.
- Pupils' attitudes to learning are good.
- Relationships in the classroom are good.
- Standards are below average.
- Pupils are not sufficiently aware of the next steps they have to take to improve.

### Commentary

39. The proportion of pupils achieving standards in line with national expectations has steadily increased over the past few years. However, standards overall, including the proportion exceeding national expectations, are below the national average.
40. Strong subject leadership has resulted in a number of improvements including:
  - the successful implementation of the National Numeracy Strategy;
  - regular monitoring of pupils' work and lessons;
  - the introduction of regular assessments of pupils' progress;
  - the use of assessment information to identify weaknesses;
  - the introduction of pupil target setting.
41. As a result of these factors and initiatives taken by the teachers themselves, the quality of teaching has improved from the time of the last inspection. No unsatisfactory mathematics lessons were observed during the inspection and a number of lessons were good. Overall, the quality of teaching is satisfactory with the potential for further improvement. In the better lessons, mostly in Years 4 to 6, teachers managed and organised their lessons so that they could spend time with each ability group in a period of very focused teaching. In some lessons, particularly in Year 3, by contrast, pupils were kept together as one group for too long so that achievement for some pupils was inhibited.
42. Teachers are very aware of the different capabilities of their pupils and there are some good attempts to match the difficulty of work to the abilities of the pupils. However, this remains an area for further development. In introductory sessions, there are few occasions when teachers keep pupils on their toes by rapid-fire, mental mathematics questions aimed at different abilities. Whilst the match of difficulty of independent work is satisfactorily matched to pupils' abilities, there are many times when achievement could be improved by offering pupils, especially those of higher ability, greater challenge. However, pupils, including those with special educational needs, make steady progress, and achievement overall is satisfactory.
43. Teachers manage their lessons well and, as a result, pupils behave well. The relationships between pupils and teachers are good and, in most classes, good work habits have been established so that pupils are attentive, get on with their work and do not have to be reminded about working quietly and neatly. Evidence from pupils' books shows that these good work habits are not established quickly enough when pupils join the school. The youngest pupils are not receiving sufficient guidance on the presentation of their work and teacher expectations for many Year 3 pupils are too low.
44. Recent initiatives to establish targets for pupils' achievements require further improvement. Information is available from assessments to inform teachers of the next steps pupils have to make to improve. However, teachers, when planning their lessons, do not always use this

information effectively. Targets set for groups of different abilities are not sufficiently focused and pupils are not made fully aware of the steps they need to make in order to improve.

## **Mathematics across the curriculum**

45. There are examples of mathematics being used in different subjects, such as science and geography, but this relies entirely upon the initiative of individual teachers. Planning systems within the school do not pay sufficient attention to the provision of opportunities for pupils to use and apply their mathematical skills and knowledge in different subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and attainment of pupils in the school since Year 3 is average.
- Pupils are keen, behave well and enjoy the practical activities.
- Leadership and management are very good.
- Teaching is often good.
- On occasions, pupils do not have enough opportunities to carry out practical work.

### **Commentary**

46. In recent years, attainment by Year 6 in the National Curriculum tests in science has been well below average. However, the trend in improvement has been more rapid than that seen nationally. Although the Year 6 results in 2003 were below average overall, the attainment of pupils who joined the school at the beginning of Year 3 was average by Year 6. This represents good achievement, and reflects the generally good teaching. Pupils who joined the school after Year 3 displayed attainment that was generally below or well below average. The curriculum is planned using national guidance, which is suitably modified to meet the needs of different classes. Attainment is strongest in the areas of knowledge and understanding in science. There is now an increasing emphasis on practical skills, but these are not as well developed as other aspects of science.
47. Pupils are very keen to learn about science and to get involved with practical activities. As a result, they behave very well and make good strides in their learning. Teaching is good, although the work in some books confirms variations from class to class. In the best teaching, pupils understood what they were to learn because of clear explanations. In Year 6, the teacher introduced a session on investigating the size of shadows very well. The discussion enthused pupils to work in small groups to make predictions, plan and carry out an investigation about factors that affect shadow size. Support for pupils with special educational needs is good and they generally achieve well. A weakness that occurs occasionally is when pupils have few opportunities to carry out the full range of practical activities planned; they observe and comment sensibly, but are not sufficiently involved. Assessment is used to record pupils' progress, but it is not organised to enable the school to make maximum use of the information. Marking is satisfactory, but not consistent. In the best, good comments help pupils but, in too many classes, there is little beyond a series of ticks.
48. Increasing use is made of pupils' writing skills to produce reports and write descriptions. Good use is made of mathematical skills, such as recording the sizes of shadows, drawing line graphs and comparing the results with predictions. Pupils now develop a suitable range of scientific skills, but there are few opportunities for designing and then carrying out investigations. Good progress has been made since the last inspection. Standards have risen and teaching is better. These improvements are because of the very good leadership and

management of the co-ordinator, who has analysed pupils' test answers and sampled pupils' work. She is also a very good role model for the teaching of science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Pupils are keen to learn.
- Leadership and management of the subject are good.
- Good use is made of ICT to support other subjects.
- Although satisfactory overall, much of the teaching is good.

### **Commentary**

49. Standards are in line with national expectations by the time pupils leave the school. Consequently, achievement is good. The oldest pupils have produced effective PowerPoint presentations following a visit to a local Tudor hall. All pupils are confident with the computer mouse and search a range of sources for information. They are often rather slow when using the keyboard. The school is adequately resourced so that pupils are given good opportunities to develop a range of skills and knowledge. Good links have been established with other schools and organisations so that pupils have access to a full ICT curriculum. For instance, on one of these visits, pupils made electronically controlled cars, and programmed them to move around an obstacle course.
50. Teachers are confident in working with a range of aspects of ICT in the computer suite and, on occasions, extending use into the classroom. Clear explanations and well-organised tasks are features of the best teaching in Years 4 to 6. Occasional unsatisfactory teaching in Year 3 is related more to weaknesses in the control of younger pupils rather than problems with subject knowledge. In the suite, there is not a computer for each pupil in a class. Good teaching makes sure that all pupils are engaged with an ICT-related task; either by pairs of pupils working on a computer or half the class being engaged in a relevant ICT paper-based activity. Teaching assistants are used to good effect when supporting pupils with special educational needs. This helps to ensure good learning. The subject co-ordinator is a very good teaching role model and gives teachers good support. She, and her predecessor, have led and managed the subject well to ensure the good improvement since the previous inspection; both pupils' achievement and teaching have improved. The work of the suite is aided by the regular, weekly visit of a technician.

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

51. Good use is made of ICT in many other subjects. In art and design, pupils use an art program to produce a range of pictures and examine the work and lives of famous artists. The topic of Llandudno in geography has led to good use of ICT to find out about features of the town, its economy and tourist trade. Pupils have built up a display for Christmas, using a 'nativity kit'. History work has stimulated the production of PowerPoint presentations. In English, pupils have used the 'cut and paste' technique to sequence instructions and used the Internet to find out about the life of Roald Dahl.

## **HUMANITIES**

### **Geography and history**

No lessons were observed in history and only two lessons in geography, both of which involved the use of computers. No overall judgements on the quality of teaching or standards can be made. Some pupils' work on display was examined together with school documentation. It is clear from this evidence that provision in geography and history is **satisfactory**.

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

- Planning uses appropriate schemes of work, which meet the National Curriculum requirements.
- Planning includes opportunities for pupils to use different forms of writing within both geography and history.
- ICT is used appropriately to access information.

#### **Commentary**

52. The history curriculum is planned according to the National Curriculum requirements. Pupils study a range of topics, including the Romans, Greeks, Tudors and Victorians. History topics are taught in blocks of time during the year rather than in weekly sessions. There are good links with literacy as seen in the work on Tudors in Year 6 where pupils were demonstrating different forms of letter writing by composing letter applications to be Queen of England. Similarly, in Year 5 in the work on the Greeks, pupils wrote reports and accounts of life in Grecian times.
53. Pupils are given the opportunity to develop their research skills by the use of ICT. In Year 6, pupils had produced individualised work by investigating historical websites appropriately and had created PowerPoint displays following a visit to a Tudor lodge.
54. Resources are adequate and are supplemented by the borrowing of topic boxes from the Bristol Library Service. History work is further enhanced by visits within the locality and by two residential visits which take place in Years 4 and 6.
55. A nationally produced geography scheme of work has been adopted and the co-ordinator has identified a number of links with the use of ICT. During the inspection, two good lessons were observed when pupils were using computers to find and save information about the school's chosen contrasting locality of Llandudno. Links with other subjects were evident when, for example, pupils were asked to compose a tourist leaflet for Llandudno in their literacy lesson. During their time in school, pupils also study 'weather around the world', 'a village in India' and investigations into rivers and local traffic patterns.

### **Religious education**

Provision in religious education is **satisfactory**.

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

- The new subject leader is very knowledgeable.
- A new programme of work has been introduced.
- Teaching methods are limited.

## Commentary

56. The new co-ordinator for the subject has successfully introduced the new syllabus developed by the local education authority. She has also put in place a complete scheme of work for teachers to follow and is currently developing a system for recording pupils' attainment.
57. There are inconsistencies in the quality of teaching, which is satisfactory overall although, during the inspection, the quality of teaching ranged from very good to unsatisfactory. Teachers have a good range of resources to use, including artefacts from a range of religions. In one very good lesson in Year 5, a teacher demonstrated how the knowledge of pupils about their own religion could be used effectively to heighten the interest of pupils and make the lesson more relevant to them. In general, however, the range of methods used by teachers is limited. Pupils have opportunities to listen to music and reflect upon its meaning but, otherwise, there is very little evidence to show that teachers use the huge potential of drama, music or art to enrich pupils' learning in religious education.
58. Achievement for all pupils, including those with special educational needs is satisfactory. Pupils in Year 6 have acquired knowledge and understanding that meet the requirements of the locally agreed syllabus. They recount stories from the Old Testament, some of which they have heard in school assemblies. They know about some of the ceremonies that are important in different religions, including Christianity and they know about aspects of the life of Jesus. However, teachers have not developed a range of methods for pupils to record their knowledge and are not using the stimulus provided by religious education to develop pupils' writing skills. Progress since the previous inspection has been satisfactory. Pupils now reach the standard expected by Year 6 and teaching remains satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design and design and technology

No teaching was seen in art and design, and only one lesson was observed in design and technology. Even so, by talking to co-ordinators and pupils, and by looking through portfolios of work undertaken by the pupils, it is clear that provision in both these subjects is at least **satisfactory**.

### Main strengths and weaknesses

- Standards in design and technology are good.
- Textile work in art and design is of a good standard.
- Good use is made of visiting experts in design and technology to enhance provision.

## Commentary

59. It is evident that work produced in art and design is of a satisfactory standard, as was seen at the time of the last inspection. There is evidence, through photographs, of more three-dimensional work now, and there has been a continuation of satisfactory work produced by studying other famous artists. Work in sketchbooks continues, however, to range from high standards of work by some pupils to other pieces of work being rushed with less attention to detail. Work seen around the school reflects a good standard when pupils are using a range of textile skills and techniques. The enthusiasm of the co-ordinator for this area of the subject is reflected in this work.
60. In design and technology, discussion with pupils and work in portfolios and around the school show that standards are good, which is good improvement since the last inspection. All pupils are gaining experience of a range of materials and techniques and developing good skills through designing and making a variety of products. Final pieces of work are of a good standard, for example the wallets made by Year 4 and the slippers by Year 5. Weaknesses

noted at the last inspection no longer exist. Long-term planning is now in place and work on energy sources has now improved. The progress made by all pupils is good, and this is particularly evident for those pupils, including pupils with special educational needs, achieving below expectations in other subjects. All pupils are encouraged to evaluate their work and this helps them identify strengths and weaknesses and to make progress in learning. Year 3 pupils make valuable comments on the success of their final product when investigating and making sandwiches. Good use is made of the school's link with Speedwell College. A design and technology teacher from the college works with Year 5 on their cam lever project, ensuring the good quality teaching benefits the children. It also supports teachers in areas of the subject in which they feel less confident. Other practical resources are of a good standard and range. This was seen in the Year 3 lesson investigating bread and the Year 4 work investigating light sources. The subject is well lead and managed. Pupils enjoy their design and technology work and are enthusiastic about what they are doing.

## Music

Provision in music is **unsatisfactory**, although a newly introduced scheme of work is being used and evaluated.

### Main strengths and weaknesses

- The new co-ordinator has drawn up a clear action plan for improvement with the county adviser, and is beginning to lead developments effectively.
- Pupils enjoy their music and are enthusiastic about participating, especially in group singing.
- There is below average attainment and unsatisfactory achievement in the development of musical skills and knowledge.
- Curricular planning, with significant periods of time in which no music is taught, leads to excessive revision and rehearsal of earlier taught skills and unsatisfactory progress over time.

### Commentary

61. Standards of attainment throughout the school are below expectations, and pupils' progress is unsatisfactory. Pupils achieve below their capabilities in all areas of music, except in singing where achievement is satisfactory. The standards in music have deteriorated since the last inspection, due to events outside the total control of the school.
62. The new co-ordinator is now beginning to give a clear leadership to the subject, which needs a significant amount of work to bring it in to line with national expectations. The co-ordinator has begun to provide units of work for teachers to follow and a new commercial scheme of work has been recently introduced although, as yet, not all teachers are following it and this hinders a clear progression of skills.
63. The subject is not taught on a regular basis. Many lessons, especially those at the beginning of a new block of work, are spent revising and reminding pupils of what they had learnt weeks earlier. This form of planning and delivery, for a subject so dependent on the regular and systematic progression of skills, leads to unsatisfactory progress by pupils. Many teachers, as yet, are not confident in their own expertise in teaching this subject.
64. Pupils do enjoy music and this was particularly evident in the singing during assembly. Pupils sing enthusiastically and with clarity. Many pupils learn to play a range of musical instruments but, as yet, these skills have not been incorporated into the formation of a choir or an orchestra, or used to enhance musical performances within lessons. All pupils learn to beat a rhythm on unpitched instruments, but this is not extended sufficiently to include tuned instruments such as recorders or xylophones. All pupils are included well in lessons.

65. At the moment, the school's aim to develop greater creativity within the curriculum, through the performing arts, is not being reflected in this subject area. Music is not impacting on the raising of achievement across the curriculum, as envisaged within the school's improvement planning.

## **Physical education**

Three lessons were observed in physical education, which covered dance and floor gymnastics. Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning are often good.
- Pupils enjoy their involvement in physical activities, behave well and have positive attitudes.

### **Commentary**

66. Pupils have access to a satisfactory physical education curriculum, which covers all the required elements, including regular swimming and outdoor pursuits on residential visits. The school's site and grounds also provide good facilities. Opportunities are available for pupils to develop their skills after school in tennis, basketball and cricket, but other clubs have to be paid for. Good teaching helps pupils develop and improve a range of movements and balances at different levels. Instructions are clear and sessions well organised. These activities are used well to promote co-operation and working as a team. On occasions, teaching assistants give useful support during lessons to pupils with special educational needs. Although teachers often ask groups of pupils to demonstrate their physical education skills, these opportunities are not used effectively to develop pupils' speaking skills or those of evaluating each other's performance. Pupils enjoy their lessons and concentrate well. Their positive attitudes and good behaviour help them learn well in lessons. As a result, pupils' achievement is satisfactory and they attain standards in line with those expected, although they are better in gymnastic activities than in dance.

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

### **Personal, social and health education**

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

### **Main strengths and weaknesses**

- Opportunities to discuss personal and social issues in 'circle time' are planned, but these do not occur regularly and not at all in some classes.
- Sex education and education about the misuse of drugs are included in taught lessons.

### **Commentary**

67. Pupils' personal, social and health education uses the local scheme of work, and is allocated an hour each week. Topics are appropriate for the age of the pupils, and include sex education and drugs awareness. Lessons, though long, give pupils opportunities to understand and think about themselves. Two lessons were observed, one in the upper and one in the lower years. Lessons work best when the task is chosen to reinforce aspects of teaching and provides pupils with something they need to think about, rather than just a time-filler.
68. Circle time is used to reinforce the school's expectations for pupils' behaviour and their moral and social development. This is not timetabled, and not all teachers in Years 3 and 4 are using it. This is one of the reasons why behaviour is not as good in some of these classes.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
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	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
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).*

