

# INSPECTION REPORT

## **WESTBURY-ON-SEVERN CE VA PRIMARY SCHOOL**

Westbury-on-Severn

LEA area: Gloucestershire

Unique reference number: 115701

Headteacher: Mrs V Hoskins

Lead inspector: Ms A Coyle

Dates of inspection: 24<sup>th</sup> – 25<sup>th</sup> February 2004

Inspection number: 258367

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	69
School address:	The Village Westbury-on-Severn Gloucestershire
Postcode:	GL14 1PA
Telephone number:	(01452) 760 303
Fax number:	(01452) 760 303
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Batham
Date of previous inspection:	18 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

Westbury-on-Severn Primary School is a voluntary aided school situated in a village. It is much smaller than most other primary schools and there are 69 girls and boys on roll, including seven children in the Reception class. They are admitted when they are four years old and attainment on entry is average. Three per cent of pupils are from ethnic minority families, which is lower than the national figure and none are at an early stage of language acquisition. Twelve per cent of pupils have been identified as having special educational needs, which is a lower figure than most other schools. Pupils' special needs include social, emotional and behavioural difficulties, but none have statements for their special educational needs. The school received the Young Enterprise Award in 2002 and a Sport for All Award in 2003. It also received a grant from the 'Awards for All' fund which enabled it to publish a book of pupils' poetry.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20603	Ms A Coyle	Lead inspector	English Art and design Design and technology Information and communication technology Music Foundation Stage English as an additional language
19322	Ms J Bedawi	Lay inspector	
24760	Ms S Barton	Team inspector	Mathematics Science Geography History Physical education

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4- 6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>7 - 9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13 - 14</b>
<b>PART C: THE QUALITY OF EDUCATION IN THE AREAS OF LEARNING AND SUBJECTS</b>	<b>15 - 20</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>21</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Westbury-on-Severn CE VA Primary School is **an improving school** that provides **satisfactory value for money** overall. **However, whilst the school provides pupils with an acceptable standard of education overall, there are serious weaknesses in some aspects of its work.** There have been significant staffing difficulties for a prolonged period and this has affected the school's rate of improvement. Standards have been consistently well below the national average over the last three years by the end of Year 6 in the core subjects of mathematics and science, and they are still below average in the middle years, although they are beginning to rise in the juniors. Despite the headteacher's good, clear sense of purpose and sound leadership, the management and governance are not secure enough and there is too much unsatisfactory teaching.

#### The school's main strengths and weaknesses are:

- Standards are below the expected levels in Years 2 and 3, and also in information and communication technology (ICT) by Year 6.
- Whilst some of the teaching is good in mathematics and ICT, and the good support staff are well deployed, a significant amount of teaching is unsatisfactory.
- The headteacher has a good sense of purpose for the future of the school.
- Management and governance are unsatisfactory and the statutory requirements are not met in several areas.
- Attendance and punctuality are good, but the behaviour of pupils is too variable and unsatisfactory overall.
- A good range of sporting activities enriches the curriculum.
- Links with local schools are good.

**The school has not improved sufficiently** since it was last inspected, and there are still some significant weaknesses that remain. Some of the shortcomings identified in 1998 have been rectified; for example, the provision for the youngest children in the reception year has been improved and there are better procedures for curricular planning, as well as more resources for them. In addition, parents receive more useful information in the pupils' reports. However, although provision for ICT is being developed well, the standards attained by junior pupils are still too low, as are the standards attained by pupils in the middle year groups. Moreover, the strategic role of the governors is not yet sufficiently developed. Consultations between the headteacher, governors and staff are better than they were six years ago, but there is still not enough teamwork or shared vision in the school to ensure its improvement. Nevertheless, the headteacher has worked tirelessly to rectify some of the weaknesses and she has identified appropriate areas for further action.

### STANDARDS ACHIEVED

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

*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 6.*

**Standards have declined since those noted at the time of the last inspection and achievement has been unsatisfactory** over the last few years because too many pupils have left

the school with well below average standards. This is evident in the above table which shows that at the end of Year 6, the school's test results were far too low over the last three years in mathematics and science and, in 2003 they were still well below the national average and results of similar schools. However, standards have begun to rise in English; they matched the national average last year and were above those of similar schools. The inspection evidence does not wholly concur with these results but shows that although standards are broadly similar to the national expectations<sup>1</sup> amongst the current Year 6 pupils in the core subjects, they are still below the expected levels in Years 2 and 3. Whilst most upper junior pupils have made reasonable progress in relation to their capabilities, and those with special educational needs are given suitable guidance by support staff to help them achieve satisfactorily, the lower juniors and the upper infants are not doing as well.

Children in the reception-Year 1 class are provided with a satisfactory start to their education. The adults working with them make sure that all are included during activities and, as a result, children enjoy learning and achieve most of the expected goals<sup>2</sup> in the areas of learning by the end of the Foundation Stage<sup>3</sup>.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.** The majority have satisfactory attitudes to learning but behaviour is too variable and unsatisfactory overall. Pupils' good attendance and punctuality are strengths of the school.

## **QUALITY OF EDUCATION**

**The school provides an acceptable quality of education** and a satisfactory curriculum for its pupils. Teaching and learning are satisfactory in the mixed-age reception-Year 1 class. They are also satisfactory in Years 4 to 6. However, there is not enough good teaching in the school and teaching is unsatisfactory in Years 2 and 3.

## **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance are unsatisfactory overall.** The headteacher provides sound direction for the school and has worked hard to make some improvements and give good clear direction, but the management and governance are unsatisfactory. Although several individual governors are involved with the school and visit regularly, they do not hold the school to account sufficiently and several statutory requirements are not met.

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

Parents and pupils are generally satisfied with the school's provision. However, several parents expressed the views, and the inspectors agree with them, that homework is inconsistent and the behaviour of pupils could be better.

## **IMPROVEMENTS NEEDED**

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

- Raise the standards achieved in the school, especially in Years 2 and 3 and in ICT.

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<sup>1</sup> **LEVELS** - by the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above the nationally expected levels. By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above the nationally expected levels.

<sup>2</sup> **EARLY LEARNING GOALS** - these goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the following areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal, social and emotional development.

<sup>3</sup> **FOUNDATION STAGE** - This stage of learning refers to children aged between three and six years. In this school, it refers to children in the reception class.

- Improve the quality of teaching overall, but most notably in Years 2 and 3, to provide consistently better planning and assessment, improved management of pupils' behaviour, higher expectations and more pace and challenge in lessons.
- Strengthen the roles of the managers and governing body by fostering closer partnerships between them, introducing more formal ways of monitoring provision, and developing a shared sense of vision and commitment to the management and governance of the school.

**and, to meet statutory requirements:**

- Write and ratify a full range of required policies, update the arrangements for health, safety and child protection, and make sure that the required information is provided to parents in the prospectus and governors' annual report.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Achievement has been unsatisfactory overall** because too many pupils have left the school at the end of Year 6 in recent years with standards that were well below the national expectations. However, standards are beginning to improve and children in the Foundation Stage, Year 1 and Years 4 to 6 are now making sufficient progress in most subjects and areas of learning.

#### Main strengths and weaknesses

- Standards have declined since those noted at the time of the last inspection and, although they are rising again, they are still generally unsatisfactory in Years 2 and 3.

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

Standards in:	School results	National results
English	80 (80)	75 (75)
Mathematics	60 (60)	73 (73)
Science	80 (70)	87 (86)

*There were 15 pupils in the year group. Figures in brackets are for the previous year.*

**NB: the results of the national tests at the end of Year 2 are not included here, as only 9 pupils took them and thus the school is not required to publish its results.**

#### Commentary

- Standards have declined in English since the last inspection when they were good overall in the juniors and mainly satisfactory in the infants. Currently, achievement is satisfactory in Years 4 to 6, but it is unsatisfactory in Years 2 and 3 where standards are below the expected levels. The results of the national tests showed that standards were average last year at the end of Year 6 and above average compared to similar schools because 80 per cent of pupils attained the expected Level 4 and 27 per cent attained the higher Level 5. On the whole, older boys and girls do equally as well, as do the few from ethnic minority backgrounds because the sound teaching helps them to build steadily on their skills. Most upper junior pupils have made reasonable progress in relation to their capabilities and those with special educational needs are given suitable guidance by support staff to help them achieve satisfactorily, but the lower juniors and the upper infants are not doing as well. Trends over time show that standards fluctuate in Year 2 due to the very small numbers of pupils in each year group. However, the inspection evidence shows that attainment is below the nationally expected levels and basic literacy skills are not taught well enough in the middle years. This is a serious weakness that is having an adverse effect further up the school and in other subjects.
- Achievement has been unsatisfactory overall for several years in mathematics. The last inspection noted that pupils attained average standards in Year 2 and above average in Year 6. Since then, the picture has deteriorated and standards have declined significantly. Last year, only 60 per cent of pupils attained the expected Level 4 and 20 per cent attained Level 5, which was well below the national average and the results of similar schools. However, the inspection findings do not fully reflect these results. They show that, although the school's difficulties with staffing and the weaknesses in teaching have had an adverse impact on learning over time, standards are beginning to rise again due to the headteacher's improved focus on the subject and the close support given by the local education authority recently. As a

result, many of the current Year 6 pupils are achieving satisfactorily and attaining average standards in lessons, although the most capable could still do better. This points to the need for greater challenge and higher expectations amongst teachers to help pupils achieve more, especially in the middle years where standards are too low.

3. In science, standards have fallen to well below the national figures over the last four years at the end of Year 6 and the most capable pupils have not achieved enough. However, a rising trend is indicated overall and the inspection findings are that pupils achieve satisfactory standards by the end of the juniors. The satisfactory teaching in Years 4 to 6 has helped pupils to make satisfactory progress. However, learning is not assured in the middle years because the teaching is weak in Years 2 and 3 and standards are not sufficiently high. Nevertheless, changes that have benefited pupils have included more opportunities for them to make observations and conduct investigative work.
4. In other areas of the curriculum, most groups of pupils achieve satisfactorily. Pupils with special educational needs make sufficient progress and are supported closely for specific needs, such as social or behavioural difficulties. From average starting points when children first enter the reception-Year 1 class, they make a satisfactory start to their education. Most achieve the expected goals in the areas of learning by the end of the Foundation Stage. However, learning falters in Years 2 and 3 before picking up again in Year 4. These inconsistencies mean that standards have declined generally since the last inspection in ICT and the creative and humanities subjects, although the good teaching of computer skills by a part-time specialist teacher is helping to raise standards successfully for the infant pupils.

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

Pupils have **satisfactory** attitudes to learning and their attendance and punctuality are **good**. Spiritual, moral social and cultural development is **satisfactory**. However, behaviour is **unsatisfactory** overall.

### **Main strengths and weaknesses**

- Pupils do not behave well enough in some lessons and at play times.
- Attendance and punctuality are good.

### **Commentary**

5. Behaviour is unsatisfactory overall in lessons in the infant and junior classes. However, the youngest reception children show satisfactory behaviour. They do their best to listen and follow instructions. When they forget, they receive gentle reminders from their teacher about how to improve. Conversely, older pupils do not always behave well enough. This occurs most often when teaching is unsatisfactory or lacks sufficient challenge to hold pupils' interest so that they do not listen but chatter; noise levels increase and behaviour deteriorates. For example, some of the older pupils in Years 4, 5 and 6 are, at times, reluctant to follow or listen to the teacher's directions, and show a lack of respect for the views of others by interrupting or talking over adults and pupils. A few pupils with special educational needs with specific needs for behaviour have unsatisfactory attitudes to learning and they cause disruption to others in class, whilst during playtimes they sometimes become over-boisterous and, at times, bullying. This is exacerbated by teachers' inconsistent behaviour management because although the behaviour policy offers appropriate strategies for managing pupils who do not listen or follow the rules, the staff do not follow it consistently to ensure that learning moves on briskly. Unsatisfactory behaviour during lessons, including incidents of rudeness and poor language, is too often ignored. The oldest pupils do not set a good example to younger ones.
6. At play, behaviour is unsatisfactory overall. Pupils were observed rushing around taking little notice of others so that minor accidents and upsets occurred. They were also seen playing in

hazardous areas, such as on the steps to the lower playground and behind the temporary building and storage sheds and jumping on, off and under the picnic tables. There is no programme to develop structured play or games. The play areas are difficult to supervise, with many hidden areas, so that the supervisors do not always see or prevent incidents or stop them from escalating. In addition, there are a few recorded incidents of bullying, racist name-calling, harassment and unsatisfactory behaviour, including spitting; some incidents were witnessed during the inspection. There is an anti-bullying policy but it offers insufficient guidance on dealing and resolving bullying and makes no mention of racial harassment. There is no policy on how to handle pupils who are 'out of control' and staff have not had training on the procedures for dealing with physical restraint nor are the required records kept.

7. Attendance and punctuality are good, and better than in most primary schools nationally. There is very little unauthorised absence. Parents ensure that their children attend regularly and arrive on time, ready to learn. However, registers remain in classrooms and are not routinely returned to the security of the office. In the last year, there have been two brief fixed-term exclusions with two more recent exclusions for very serious incidents. This is a decline since the last inspection when there were no exclusions. Several parents raised concerns about poor behaviour to the inspectors who agree that their views are justified.
8. Pupils' work attitudes are satisfactory, overall. They understand that they are expected to learn and most work steadily, participating appropriately in class discussions. Pupils' personal development is soundly developed through the attention given to their spiritual, moral, social and cultural education. Pupils like daily assemblies when the whole school meets as a community. Not all pupils make the right choices in relation to their actions, although they do know the difference between right and wrong. Most of the time, most pupils get on together satisfactorily. Cultural and multicultural awareness is sound; the art club has a positive impact on broadening pupils' understanding and skills. Visits by people from other countries, such as Japan, help pupils to learn and start to understand about other cultures and heritages.

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

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

*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
Mixed – White and Black Caribbean

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

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
67	2	1
1	0	0

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

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

The school provides an **acceptable quality of education** for its pupils. Its broad curriculum is **satisfactory** and extended well by good opportunities for after-school sporting activities.

### **Teaching and learning**

Teaching and learning are **satisfactory** overall in the Foundation Stage and the junior years, but they are **unsatisfactory** in Years 2 and 3.

### Main strengths and weaknesses

- Daily planning is good in the reception-Year 1 class.
- Teaching and learning are unsatisfactory in Years 2 and 3.
- Marking is generally too variable and assessment is not used well enough to raise standards.
- Learning support assistants are deployed carefully.

### Commentary

- Children in the reception -Year 1 class are provided with a satisfactory start to their education. Good planning is a strength of the teaching and is centred upon sound assessments of children's attainment in practical tasks to make sure that learning builds step-by-step. The adults working with them have a clear understanding of their needs and make sure that all are included fairly during activities. As a result, children enjoy learning, which contributes to their confidence and they take part happily during activities.
- The quality of teaching and learning in English, mathematics and science is satisfactory overall in the juniors, and occasionally good, but it is unsatisfactory in Years 2 and 3. Teachers of the pupils in Years 4 to 6 have secure subject knowledge and the National Literacy and Numeracy Strategies have been implemented appropriately since the last inspection. Pupils' learning is supported by secure links with other subjects, such as in the Year 6 work on '*Dragons*' and '*Castles*' and in the use of computers for mathematics. However, weaknesses in the teaching of pupils in the middle year groups have led to insecure standards and gaps in pupils' knowledge. This is due to a lack of pace and challenge in Years 2 and 3, weak subject knowledge, unsatisfactory planning and inconsistent management of pupils' behaviour, which has meant that pupils have not acquired the skills and knowledge they need to progress. Nonetheless, in the rest of the school, teachers make good use of resources and they deploy teaching assistants well.
- Assessment procedures are mainly satisfactory and they are being improved further in the Foundation subjects, but they are not used well enough or consistently enough to help drive up standards. Marking is too variable and this means that insufficient help is provided for groups of pupils, such as the most capable, who are not always challenged enough to extend their learning in lessons or through homework. Nevertheless, the support staff give close guidance to pupils with special educational needs, based on the targets set out in their individual education plans. Strategies to support them are satisfactory and the teaching assistants make a good contribution to the work of the school.

### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	3	15	3	0	0

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

### The curriculum

Curricular provision is **satisfactory** and the school provides a sound range of extra-curricular opportunities. The accommodation and resources are **satisfactory**.

### Main strengths and weaknesses

- A good range of opportunities is provided for pupils to participate in sports activities.
- Medium- and short-term curricular planning are not always relevant to the pupils' needs.
- The accommodation poses problems for the teaching of physical education, but the school does its best to overcome the difficulties this causes.

### Commentary

12. The curriculum provided for pupils in the infant and junior classes is satisfactory, and children in the Foundation Stage receive a broad and balanced range of learning opportunities well suited to their needs and in line with statutory requirements. In addition, pupils are given sufficient opportunities to extend their learning through joining a variety of clubs, some of which are available to younger children. At various times of the year, these include recorders, drama, crafts, sports clubs and country dancing, all of which are well attended. Further good opportunities are created by the school's active participation in projects and sporting events like the Sport for All Award, Health Week, the Forest Country Dance Festival and inter-school competitive sports. Full advantage is taken of the village location as a resource for learning; for example, pupils have carried out traffic surveys and drawn and learnt about the history and geography of the village's buildings.
13. Work in the core subjects is heavily emphasised, with most of four mornings each week devoted to activities in English and mathematics. Pupils who find learning difficult, some with special educational needs, are supported and catered for satisfactorily in these sessions which makes it possible for them to join in and achieve success. Work in science takes up most of one morning a week. The remaining subjects are taught individually or through topic work. Useful opportunities are sought to include provision for pupils' cultural development. Planning for the core and foundation subjects is taken from commercial schemes but is not always sufficiently adapted to the needs of the pupils across the school.
14. The school has a sufficient number of teachers and support staff. New teachers are encouraged to keep up-to-date with training through attendance at local courses and to develop their professional expertise. Music and ICT are taught by part-time specialists who have a positive impact on the standards attained in these subjects. Year 6 pupils are taught mathematics on two mornings each week by a specialist teacher, which enables them to be taught in small groups. The learning support staff are well trained and provide valuable support to pupils, particularly those with special educational needs. Appropriate opportunities are taken to extend the specialist teaching through the use of visitors with specialist knowledge, for example, the National Trust artist and local people from the village.
15. The school continues to work hard to ensure the restrictions of the accommodation do not inhibit pupils' learning. However, the small school hall is used as a classroom, which is disruptive to pupils due to furniture being moved during the day and for lunch. The teaching of gymnastics cannot take place in the hall for the older pupils due to safety concerns. Since the last inspection, a new classroom has been built, enabling all pupils to be taught within the same building, providing a greater sense of community. Improvements to the accommodation continue with the imminent building of a new school hall, which may enable the school to meet the requirements for physical education. A suitable outdoor play and work area has been created, along with improved resources for the Foundation Stage. These are put to good use to aid the children's development.

### Care, guidance and support

Pupils' care, welfare, protection and health and safety are **unsatisfactory**, overall. The guidance and support given to help pupils academically and personally are **satisfactory**. Pupils' views receive **satisfactory** consideration.

### Main strengths and weaknesses

- The lack of attention to child protection and health and safety procedures is unsatisfactory.

## Commentary

16. The child protection officer is aware of current practice through updated training and ensures that staff are aware of proper procedures. However, the governors are not supporting the headteacher and staff enough because they are not fulfilling some of their statutory responsibilities. The very outdated policy detailing the arrangements for child protection dates from 1988, naming previous employees, and it provides obsolete guidance. This is poor. The health and safety policy is similarly outdated and has not had any recent review to take current practice and legislation into account. Furthermore, the recorded procedures for evacuation are dangerous. Although the chair of governors has just undertaken health and safety training, members of staff have not. Fire drills are not recorded and there is no system for assessing potential risks. Urgent action by the governing body is required to improve this serious situation.
17. The support and guidance offered to help pupils to progress academically and personally are satisfactory overall. Most staff understand their pupils and their individual needs. Relationships between pupils and staff are satisfactory and pupils will usually ask for help when they need it. Support staff provide sound support in lessons, and this is valued by the teaching staff. Parents are generally satisfied with the daily care that their children receive, and are aware that sound provision is made to identify and support pupils who find learning difficult. Well-detailed individual educational plans are written by the co-ordinator for special educational needs. However, they do not sufficiently reflect aspects of personal development.

## Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with its parents. The quality of information provided to parents is **unsatisfactory**. Community links are **satisfactory**. Links with other schools are **good**.

## Main strengths and weaknesses

- Statutory requirements are not met fully to provide parents with sufficient information.
- The links with other schools are good.

## Commentary

18. The quality of information received by parents is unsatisfactory because the governors are not providing parents with all the statutory information required within the prospectus and the governors' annual report to parents. For example, details of the Year 6 national test results are not provided. Governors are not involved enough in preparing the report. Parents receive regular information from the school, such as newsletters, and have satisfactory informal access to staff, enabling them to gain information about their children's progress. There was a key issue in the last inspection report about pupils' end-of-year annual reports not giving parents a clear understanding of their children's progress. This is now resolved and the quality of reports is satisfactory. All subjects and areas of learning are reported upon. Pupils' strengths are identified and individual targets are provided in English and mathematics to help pupils take the 'next step', to improve their learning.
19. The links with other primary and secondary schools and cluster groups are good and have a positive effect on pupils' achievement, learning and the curriculum. The headteacher's introduction of specialist staff benefits the pupils because subject expertise and resources are shared. It is starting to impact positively on standards, for instance in using computers. There are good opportunities for staff development and regular cluster group meetings to share ideas and good practice. Pupils enjoy participating in joint school events like sport and music. Often, visitors to the secondary schools, including those from abroad, are invited to visit and share their experiences and skills with the pupils. Children from the pre-school group visit the reception class and this prepares them well for their transfer to full-time education.

20. The partnership with parents is satisfactory and the parents' association continues to support the school through its regular fundraising. The support of parents with time to help in the school day or on trips is welcomed. Parents like the improvements brought about by the headteacher since her arrival and appreciate the provision of after-school clubs and activities. Parents feel that their Year 6 children are prepared properly for secondary transfer. They think that increased homework in their final year would be helpful. There are sound community links, including those with the church and community members, like the 'Golden Age' club who enjoy a harvest festival lunch in the school, served by the pupils. The future of the onsite pre-school group is not yet decided. The school makes sound use of publicity through local radio to promote pupils' work; for instance the poetry written then read 'on air' by some pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership is **satisfactory** but the management and governance of the school are **unsatisfactory**.

### **Main strengths and weaknesses**

- Management and governance are unsatisfactory.
- Statutory requirements are not met in full.
- The headteacher has a good clear sense of purpose.

### **Commentary**

23. The governance and management of the school have deteriorated since the last inspection and are now unsatisfactory. Although individual governors are supportive and visit regularly, they have not worked together closely enough to monitor the school's provision or hold it accountable. As a result, several statutory requirements are not met; for example, there are no up-to-date arrangements for health and safety or child protection, even though the headteacher has written twenty-two other policies herself since she was appointed three years ago. Management planning is satisfactory but the governors are not involved enough in the strategic development of the school. Too much is left to the headteacher and although the school has a useful improvement plan that contains suitable priorities for 2003 and a brief overview of developments for 2004-07, it is not linked clearly enough to the long-term financial planning. In addition, not enough has been done to halt the declining trends quickly over the last few years or rectify the weaknesses in teaching. This has hindered the development of the school and led to a fall in standards generally.
24. The headteacher promotes a supportive and orderly environment in which all pupils are valued and encouraged to contribute to the life of the school. She, and the teaching staff, oversee and organise daily routines appropriately. However, the lack of teamwork amongst staff has held back curricular development and led to weaknesses in the leadership of some subjects and aspects. For example, the management of English and science is not sufficiently rigorous to make sure that any weaknesses in teaching are tackled promptly. In addition, the policy for special educational needs does not include the name of a responsible governor nor a named co-ordinator, both of which are statutory requirements.
25. The daily financial arrangements are satisfactory and checked regularly by the governors. Budgets are set in accordance with statutory requirements and suitable procedures are in place to check the finances and make sure that the school gives satisfactory value for money. The high carry-forward of twelve per cent of the school's budget last year was used appropriately to maintain the staffing levels. Most daily administrative routines are well established, although registers are not returned to the office from classrooms.



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

Income and expenditure (£)	
Total income	229,554
Total expenditure	226,822
Expenditure per pupil	3,079

Balances (£)	
Balance from previous year	24,021
Balance carried forward to the next	28,387

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

27. Only a few lessons were observed specifically with children in the Foundation Stage and thus limited overall judgements can be made about teaching and learning for these youngest children. Nevertheless, the school provides satisfactorily for the youngest children in a mixed reception-Year 1 class, and the teaching is sound overall. Children enter the school when they are four and most settle happily. The outdoor area is safe, securely fenced and contains plenty of things for the children to do, including sand-play and opportunities to use wheeled toys. The management of the provision by the headteacher is satisfactory and the curriculum covers all of the required areas of learning. Daily planning is a notable strength in the teaching as it is good and based upon regular assessments of children's successes that includes pointers for the skills children need to develop further.
28. In **personal, social and emotional development**, children are suitably behaved and achieve appropriately. They are encouraged to share and take turns, and do so successfully. Most concentrate well during activities and spend reasonable periods on the tasks they are given. They attain the expected standards and play together happily. For example, the children particularly like sharing pancakes with their teacher. Adults treat them with courtesy and respect, and this leads to sound attitudes from the children.
29. The provision for **communication, language and literacy** is satisfactory. Children talk together, mostly using full sentences, and they successfully recall the stories they have been told. They develop speaking skills appropriately through practical activities and the staff interact well with them. Most achieve satisfactorily and attain most of the expected goals because all adults involve them in conversations and this helps them to increase their skills and take an interest in their surroundings. For example, they follow instructions well when playing the pebble game, using Elmer the Elephant, and try to remember the sounds of letters in nursery rhymes such as *'Humpty Dumpty'*, *'Little Miss Muffet'* and *'Incy Wincy Spider'*.
30. In **mathematical development**, the teaching is sound and this has a positive effect on children's learning, as they extend their knowledge of the numbers one to ten. They achieve appropriately when counting up and back and the adults working with them are kindly towards them. Occasionally, when teaching is unsatisfactory, the children become restless and inattentive, but they respond quickly when adults remind them to concentrate. A good feature is that the teacher and learning support staff work well together to support the children and encourage them to do their best. The children particularly like counting pancakes and finding out how many flowers there are in a bunch.
31. No specific sessions were seen in **knowledge and understanding of the world, physical or creative development** and the observations related to these areas were of brief duration in the context of the Year 1 activities. Nevertheless, children are well integrated within the class and there are good opportunities for them to paint and use computers or construction materials. They build with boxes and wooden blocks to create *'Humpty Dumpty's Wall'*. Children move with confidence when using the outdoor equipment and, throughout the day, they have a wide range of opportunities to develop the finer skills of using pencils, crayons or paints. The majority show sound pencil control when drawing or writing. They enjoy finding out about the local area and use small toys thoughtfully during imaginative play about traffic, busy roads and 'lollipop' crossings.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards, teaching and learning are unsatisfactory in Years 2 and 3.
- Classroom assistants contribute well in lessons.

#### Commentary

32. Achievement is satisfactory overall in the juniors but unsatisfactory in Years 2 and 3. Thus, although the standards attained in reading and writing are satisfactory amongst the current group of Year 6 pupils, they have had a lot of catching up to do because standards are not high enough in the middle years. This is due to the unsatisfactory quality of teaching in the middle years, but sound teaching in Years 4 to 6. Speaking and listening skills are satisfactory overall by the time pupils leave the school. Lessons often involve discussions in pairs or with the whole class and lead to an increase in pupils' skills. Classroom assistants contribute well in lessons and offer clear support and guidance to pupils with special educational needs to help them achieve satisfactorily. Most infant pupils have a satisfactory knowledge of letter sounds and some talk fluently about their favourite books, such as *'Goldilocks'*. However, they struggle to decipher words when reading unfamiliar texts and they do not have enough challenging opportunities to increase their skills. Conversely, in the upper junior year groups, pupils do better and standards are rising. This reflects the successful use by the school of strategies to encourage reading. For example, there are different types of reading sessions in class, and teachers ensure that the classrooms have plenty of written words on the walls. In addition, reading books are taken home on a regular basis.
33. The teaching of writing is sound in the juniors but not as secure in the mixed Years 2 and 3 class. Learning is not assured in the middle years because the planning is weak and not based upon assessment information to help target individual pupils and help raise standards. As a result, the lack of challenge limits the most capable pupils who are underachieving and restricts pupils' acquisition of skills. Furthermore, the weak management of pupils' behaviour has a direct impact on pupils' restless attitudes in some lessons. However, in Years 4 to 6, learning is supported by satisfactory links with other subjects when pupils practise their writing skills. For example, they write storylines and sequences based upon the theme of *'Dragons'* and draw upon classical studies of myths and legends to help them draft out in their work in literacy lessons. Descriptive language taken from ideas in stories such as *'Theseus and the Minotaur'* and *'The Odyssey'* is used in an interesting way to enliven writing. Occasionally, teachers encourage pupils to think about themselves in a reflective way by using unusual starting points for writing, such as *'The Dragon Inside Me'*. This works well and helps them to think about the effect they have on others in a sensitive way.
34. The subject is adequately resourced and there is a sufficient number of books for pupils to use. However, the management of the subject is unsatisfactory overall because not enough has been done quickly enough to rectify the weaknesses in teaching and help drive up standards in the middle years. Although some of the planning has been revised, it is inconsistent across the school and unsatisfactory because assessment information and marking are not used rigorously to identify what pupils need to do next. This has an adverse effect on learning, especially of the most capable who are not making enough progress.

#### Language and literacy across the curriculum

35. Junior pupils use their language and literacy skills satisfactorily in other subjects. The opportunities feature daily in lessons and help pupils to focus on trying to speak clearly and present their work in a tidy manner. Instructions on how to bake bread and apple pies safely, writing play scripts about Robin Hood and completing entries for the school's published book to celebrate National Poetry Day all contribute well to pupils' learning. However, basic literacy skills are not taught well enough in the middle years and this has an adverse effect further up the school and in other subjects.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- Standards have declined since the last inspection, but they are beginning to rise partly as a result of the setting of pupils in Years 3, 4 and 5.
- Teaching is unsatisfactory in Years 2 and 3 and pupils do not achieve enough.
- The marking of pupils' work is unduly variable and does not aid progress sufficiently.

### **Commentary**

36. The last inspection report stated that the provision for the subject was good, which led to average outcomes in Year 2 and above average in Year 6. However, standards have declined significantly since then because pupils in Year 2 achieved well below average results when they reached Year 6 in 2003. The school's difficulties with staffing have had an adverse impact on the standards attained over time. However, standards are beginning to rise and many of the current Year 6 pupils are achieving satisfactorily and attaining average standards in lessons. A major reason for pupils' improvement in the junior years is the arrangement involving an extra teacher to take a small number of Year 6 pupils for two mornings a week. Years 3, 4 and 5 are then set into two ability groups and are capable of working at their own level during this time. Thus, smaller numbers and a much-reduced span of attainment means that teaching can be much more focused on the needs of individual pupils. This is shown in the oral maths sessions where the teachers focus questions on individuals and take account of all pupils' responses. However, in this and in the main activity, there is a lack of emphasis on mathematical understanding and developing pupils' own strategies for working. In addition, the marking of work throughout the school is too variable and does not aid pupils' learning sufficiently.
37. Teaching and learning are satisfactory in the junior years, and sometimes good. However, they are unsatisfactory in Years 2 and 3 because the pace of lessons is too slow and the work for the mixed year-groups and the wide range of abilities is not sufficiently matched to pupils' needs. As a result, achievement is unsatisfactory and the standards attained are too low. Although work is assessed regularly, insufficient account is taken of individual needs in planning the next step and the teachers' subject knowledge is weak. More generally, across the school there is an over-emphasis on pupils' having to complete worksheets and not enough focus on the use of strategies to help their understanding. Nevertheless, close liaison between teachers and learning support workers assists planning. This has a positive impact on pupils' learning.
38. Management is satisfactory and the resources are good. The headteacher leads the subject appropriately and has provided staff with useful opportunities to increase their understanding through in-service training and to receive support from the local education authority's advisor. These features have had a positive impact on helping to raise standards and improve the provision in the upper junior year groups. Good tracking procedures are in place to monitor pupils' progress and individual pupils' standards are well known. The headteacher has commenced a programme of monitoring teaching, which has highlighted some areas for development. However, the recent change in the use of commercial planning has not

altogether been helpful, with some confusion as to how to adapt it for the needs of the pupils. In addition, lesson plans show insufficient regard for the different age and ability groups.

### **Mathematics across the curriculum**

39. Satisfactory use is made of links with other curriculum areas to support learning. Pupils use mathematical vocabulary correctly when talking about shapes and measure. Useful opportunities are provided for them to use mathematics in science through the estimation and prediction of weights. Older pupils draw charts and graphs using computers, and some useful links are made with physical education and geography in the recording of pulse rates before and after exercise and when measuring air temperatures.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have declined since the last inspection, although they are beginning to rise in the juniors.
- Achievement is unsatisfactory in Years 2 and 3 because the teaching is weak.
- Management of the subject is unsatisfactory.

### **Commentary**

40. Standards have declined since the last inspection when they were noted to be good. They have fallen well below the national figures over the last four years at the end of Year 6 and the most capable pupils have not achieved enough. However, a rising trend is indicated overall and better results are predicted by the school for the current year, which are reflected in the inspection findings of satisfactory standards in Year 6. The satisfactory teaching in the upper junior years has been aided by the introduction of a national scheme of work which has a strong focus on experiments and the use of scientific language. This has helped pupils to predict the outcomes of investigations and understand the concept of fairness in testing. As a result, most make satisfactory progress in the upper junior years and achieve satisfactorily. However, learning is not assured in the middle years because the teaching is weak in Years 2 and 3 and the standards attained are not high enough. Pupils are not achieving well enough in these year groups because assessment is not used rigorously in teaching to assist planning and work is not matched closely enough to pupils' individual capabilities.
41. Management of the subject is unsatisfactory because insufficient action has been taken quickly to halt the declining standards and improve the quality of teaching. Nevertheless, practical resources are good. The conservation and pond areas are continuing to be developed and used by pupils in lesson times, providing time for spiritual development. Sound use is made of links with mathematics to support work in science. For example, the oldest pupils accurately apply their mathematical knowledge when recording pulse rates before and after exercise and when drawing graphs to record results, using computers. Appropriate links with personal, social and health education aid learning when the youngest pupils study materials and their suitability for varying weathers. Older pupils are made aware of how to keep healthy through drug, sex and relationships education. Formal assessment results are analysed and regular assessment work is undertaken at the end of a unit of work to help track progress. A portfolio of pupils' work is maintained that shows the topics covered and the assessments made by teachers. However, there is some discrepancy between these assessments and national test results, which indicates a need for further in-service training in order to achieve greater accuracy.

## **HUMANITIES**

No history lessons were observed and only a few geography lessons were seen in the infant year groups. Religious education was not inspected as the school has arranged a separate inspection for the subject. It is therefore not possible to form an overall judgement about provision or standards in these subjects. Both history and geography include studying the local area. When visits take place they are valued and are a positive aid to the pupils' historical, geographic and cultural learning.

## **Geography and History**

42. In **history**, younger infant pupils can use their observational skills to identify, name and learn how old toys were used. Pupils in Year 2 and 3 use ICT to research into the Ancient Egyptians. However, some of the work at this level is of low quality, with little coverage, and is poorly presented because basic literacy skills are not taught well enough in these year groups. Nevertheless, a few good links are established with other subjects through stories such as 'The Pied Piper' and pupils are able to make inferences about life in the past. The older pupils show interest in their study of the Ancient Greeks, producing some good work in depth. A few links with literacy have aided learning in playwriting, with a sound use of computers for drafting and editing skills, as well as a few opportunities for extended writing. In addition, parents and local people have made useful contributions to pupils' learning, particularly in studies of Britain since 1948.
43. In **geography**, the coverage of the programmes of study is satisfactory. Younger pupils are familiar with their local environment and have observed features within Westbury-on-Severn. Map work is started at an early age with good reference to the pupils' locality. Older pupils begin to look at and study physical features of land and its formation. They study mountains and relate their knowledge to the weather both within the Welsh mountains and the world. Opportunities are included for pupils to learn about other countries in the world and use is made of the pupils' first-hand experiences.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision in information and communication technology is **satisfactory**.

### **Strengths and weaknesses**

- Standards are sound in the infant years but not high enough in the juniors.
- The subject is taught well by a recently appointed part-time specialist teacher.
- A good action plan has been devised to improve the provision and help raise standards.

### **Commentary**

44. Pupils achieve satisfactory standards by Year 2. This is mainly due to the good teaching by the part-time specialist teacher who also manages the subject well, in co-operation with the headteacher. Since joining the staff last term, she has successfully helped to improve the provision so that the shortcomings noted at the previous inspection have been dealt with and there is now a clear plan of action for future developments. Appropriate priorities have included the purchasing of new software for word-processing and data-handling, as well as the redesigning of the school's website.
45. Planning shows an awareness of the differing capabilities of pupils, including those with special educational needs, and activities provide appropriate challenges for groups of pupils. However, standards are not high enough by Year 6 because the junior pupils have many gaps in their knowledge and much ground to make up. Nevertheless, these weaknesses are being tackled well in lessons and there are good links with the local cluster group of school to help promote teaching across subjects.

## Information and communication technology across the curriculum

46. Computers are used satisfactorily across the curriculum to support pupils' learning in other subjects and links are being developed further through special events such as a 'Maths Day' and research work on topics such as 'Ancient Egypt'. The subject leaders are also putting together a portfolio of assessed work from across the school to help staff improve the assessment procedures.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

47. Only a few lessons were sampled in art and design, design and technology, music and physical education and thus there is not enough evidence to make a firm judgement about provision, standards or teaching. Teachers' planning shows that all elements of the curriculum are covered satisfactorily, except for physical education, and pupils have sufficient opportunities to increase their creative skills through artistic and musical activities.
48. In **art and design**, **design and technology** and **music**, pupils develop their aesthetic awareness through the use of colour, various materials and different instruments. They make models and masks by assembling and joining paper, cardboard and string. Pupils enjoy working with paint and they produce colourful pictures based on topical themes and seasonal features. Activities undertaken in the well-attended infant and junior craft clubs help to increase pupils' skills; for example, colourful collage work and designs for beetles and ladybirds in pastel and pen adorn the walls and help pupils to extend their learning through artistic activities. In Year 6, pupils' three-dimensional clay dragons and models of castles are used well to link up with work in literacy. A visiting music specialist takes classes for singing and percussion work, which benefits pupils as her expertise is used well across the school and there is a good supply of multi-cultural resources, such as African drums, keyboards, cowbells, agogos, shakers, claves and wood blocks.
49. The provision for **physical education** is severely restricted, especially in the winter months, by the lack of a hall for gymnastic activities. Years 3 to 6 have swimming lessons during half the year. The school makes good use of the playing field for games and athletics activities, and the smaller area is used for the youngest children. A very welcome addition is the voluntary help of rugby coaches, as well as that of the governor who helps with hockey. Planning shows that pupils cover most of the necessary aspects of physical education but since only one games lesson took place during the inspection, no judgement about standards is possible. The older pupils are unable to fulfil the gymnastics programme due to the inadequate size of the hall. However, the school is fully aware of this and a new hall is being built in the immediate future. Older pupils participate well in many inter-school competitions and much benefit is gained from the residential outdoor pursuits programme.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

50. The provision for personal social, health and citizenship education is **satisfactory**. A suitable policy is in place and older pupils are made aware of how to keep healthy through education about drugs, sex and relationships. Circle time is used satisfactorily to support and develop pupils' speaking and listening skills and other aspects of personal development. Outside speakers, including the police, visit to raise pupils' awareness of issues like road safety. The Youth Enterprise Citizenship scheme provides learning materials for staff and community volunteers to work with the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	5
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
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	5
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	5



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