

# INSPECTION REPORT

## **ST MICHAEL'S CofE JUNIOR SCHOOL**

Bath

LEA area: Bath and North-east Somerset

Unique reference number: 109155

Headteacher: Mrs A El-Husseini

Lead inspector: Mr L Lewin

Dates of inspection: 9 – 11 February 2004

Inspection number: 260680

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:	Voluntary controlled
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	189
School address:	Newton Road Twerton Bath
Postcode:	BA2 1RW
Telephone number:	01225 421888
Fax number:	01225 481617
Appropriate authority:	Governing body
Name of chair of governors:	Dr C Chatfield
Date of previous inspection:	October 1998

## CHARACTERISTICS OF THE SCHOOL

School is located in a suburb on the western side of Bath – an area where families experience well below average economic advantages. The school is smaller than most other schools nationally and the decreasing birth rate locally means that the number of pupils on roll is starting to decline. Pupils are taught in single age group classes by nine full-time teachers. The school also has a special unit, with one full-time teacher, which caters for pupils with particular behavioural difficulties. The great majority of pupils come from white UK heritage backgrounds with a small number of pupils coming from a mixture of other minority ethnic backgrounds.

<b><u>Comparison of the school with all other schools nationally</u></b>	<b>This School %</b>	<b>National Average %</b>
Pupils with special educational needs	27.9	17.5
Pupils with statements of special educational needs	8.2	1.6
Pupils known to be eligible for free school meals	36.6	17.9
Pupils whose mother tongue is not/believed not to be English	0.5	-

The proportion of pupils joining or leaving the school other than at the expected times of admission or transfer is lower than in most schools nationally. The school has received the Healthy Schools, Activemark, Investors In People, Charter Mark and Schools' Achievement awards in recent times. The school's assessment of pupils on entry shows that they are mainly attaining below average standards.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22330	Mr L Lewin	Lead inspector	Science, Information and communication technology.
9756	Mr K Parsons	Lay inspector	
20097	Mr J Griffiths	Team inspector	Mathematics, Creative, aesthetic, practical and physical subjects.
32103	Mrs J Wheatley	Team inspector	English, Humanities.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is satisfactory and improving school that has a very caring and inclusive atmosphere. Good leadership and management have enabled the school to move forwards at a good pace especially over the last two years since the new headteacher has been in post. Teaching is good and although standards and achievement in English are still too low, pupils achieve well and reach the expected levels in other subject areas. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership for the school.
- Good teaching helps pupils to achieve well.
- English standards are below average and pupils often show a negative attitude towards carrying out writing tasks.
- Although subject co-ordinators do a good job in English, mathematics, science and information and communication technology (ICT), the roles of the other subject co-ordinators are under-developed.
- Higher attaining pupils are not always fully extended by the work provided for them.
- Very good support is provided for pupils with special educational needs.
- The school has good curricular provision that is very well enhanced by a wide range of extra activities.
- The school cares for its pupils very well.

The school has improved at a **good** rate since its last inspection in October 1998. Issues identified at that time have been fully addressed so that the quality of the curriculum provision is now good, standards in information and communication technology are now satisfactory and the quality of teaching and assessment procedures are now good. Good improvement has been made in nearly all areas of the school's provision. English standards have not risen as rapidly as in other subjects.

### 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	E	E	D
Mathematics	E	E	D	B
Science	A	D	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

*N.B. A\* signifies the results in the top five per cent of schools nationally.*

The school's results in national tests have improved since the last inspection in line with the national trend. Assessment of pupils on entry indicates that most show below average attainment and overall, they **achieve well** and make good progress as a result of good teaching. Inspection evidence shows that pupils attain average standards in mathematics and science in Year 6, but below average standards in English. This picture was confirmed by the 2003 national tests results that were below average in English but above average in mathematics and science compared to other similar schools. Pupils with special educational needs achieve very well as a result of the strong support provided for them. English standards lag significantly behind mathematics and science and in particular, performance in writing is weak. Lesson observations show that pupils in general, and boys in particular, display a lack of enthusiasm with writing activities. Pupils attain average levels in ICT, religious education and history and geography. Not enough evidence was collected to make judgements about standards in other subjects. Higher attaining pupils are not always sufficiently extended by the tasks they are given in lessons.

Provision for pupils' spiritual, moral, social and cultural development is **satisfactory** overall; their moral awareness and social development are **good**. Pupils' attitudes and behaviour are **satisfactory** and pupils achieve **sound** standards in their personal development. Pupils arrive at school punctually but attendance is **below average** when compared to other schools nationally.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education for the pupils. Teaching and learning are **good** overall. Across the school, staff have a strong rapport with the pupils, lessons are well prepared, teachers show good subject knowledge and provide pupils with good encouragement to progress well with their learning. The school has not focused sufficiently upon helping pupils develop a more positive attitude towards writing. Teaching assistants provide very effective support for teachers and pupils. Pupils with special educational needs are very well supported by teachers and teaching assistants. Occasionally, work set does not extend higher attaining pupils sufficiently. The school makes **good** curriculum provision and this is very effectively enhanced by the provision of extra-curricular activities. All groups of pupils are **very well** cared for and supported and **sound** links are established with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

The school is **well led and managed**. Good leadership by the headteacher has enabled the school to move forward at a good rate. Governors carry out their role **satisfactorily** although they do not play a full enough part in helping devise the school's development plan. They fully support the headteacher and staff and ensure all statutory requirements are met. The school has a good quality improvement plan. English, mathematics, science and ICT are well led and managed, but in other subjects the co-ordinators' roles are under-developed.

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

Parents have a high regard for the school and are pleased with what it provides for their children. They appreciate the open door culture of the school and the happy welcoming atmosphere promoted by the headteacher and her staff. Pupils' views surveyed prior to the inspection indicate that they also have a high regard for the school and the staff.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English and, in particular, find ways of improving pupils' attitudes to writing.
- Ensure that all opportunities to challenge higher attaining pupils are fully exploited.
- Fully develop the roles of all subject co-ordinators based on the successful work of the English, mathematics, science and ICT co-ordinators.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Overall, pupils achieve well and standards have improved since the last inspection.

#### Main strengths and weaknesses

- Test results are good in mathematics and science compared to other similar schools.
- Standards in religious education and ICT have improved since the last inspection.
- English standards are not improving as quickly as in mathematics and science.
- Higher attaining pupils are not always sufficiently challenged by the work they do.
- Pupils with special educational needs achieve very well.

#### Commentary

1. Overall, standards are better than reported at the time of the last inspection, with results in national tests having improved since that time in line with the national trend. Evidence from the school's detailed tracking information shows pupils enter the school generally showing below average attainment and achieve well and make good progress as a result of good teaching. They attain average standards in mathematics and science in Year 6, but below average standards in English. This picture was confirmed by the 2003 national tests results that were below average in English but above average in mathematics and science compared to other similar schools. The good results in mathematics and science, in particular, confirm the good overall achievement of pupils and the very good achievement of the school's above average proportion of pupils with special educational needs who do well as a result of the strong support they receive.
2. English standards lag significantly behind mathematics and science and while there is improvement since the last inspection, it is not enough to bring pupils up to the expected level. In particular, performance in writing is weak when compared to reading, mathematics and science.

Subject/2003 test results	Percentage of pupils reaching an average level or better (Level 4+) in Year 6	Percentage of pupils reaching an above average level (Level 5) in Year 6.
Reading	86	15.8
Writing	28.9	2.6
Mathematics	68	11
Science	97	24

3. Lesson observations show that pupils in general and boys in particular display a lack of enthusiasm with writing activities.
4. The table above also shows that very few pupils reach above average levels in tests and this is the reason why the school does less well when its results are compared with all schools nationally. Inspection evidence also shows that few pupils reach the higher levels and, although teachers and support staff work well to help the majority of pupils make good progress, higher attaining pupils are not always sufficiently extended by the tasks they are given in lessons.



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

Standards in:	School results	National results
English	24.1 (24.5)	26.8 (27.0)
Mathematics	25.7 (23.5)	26.8 (26.7)
Science	28.3 (27.9)	28.6 (28.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year.*

5. Particular improvement has been made in ICT and religious education standards, noted as being below average at the time of the last inspection, with most pupils now reaching the expected levels. This reflects the good leadership and management and efforts of the staff in improving the curriculum in these areas and, in particular, in improving facilities and teaching in ICT. Pupils also reach satisfactory standards in geography and history. Not enough evidence was collected to enable overall judgements about attainment to be made in any other subjects, although in the few physical education lessons seen pupils worked well. Also the school's large display of trophies pays credit to the success of its teams in local sporting events. Some good quality work was also noted in art displays around the school.
6. In English, by Year 6, pupils produce legible writing but most do not join letters and mainly write in pencil. Presentation of written work in some subjects such as religious education, history and geography is sometimes unsatisfactory. The content of written work is generally brief and shows limited breadth of vocabulary. Most pupils listen attentively, but while a significant minority of pupils develop confidence in joining in class discussion many are limited by their restricted vocabulary. Good progress is made in developing pupils' reading skills so that they develop confidence and reasonable fluency. However, their reading tends to be mainly rather mechanical and they struggle with the comprehension of texts they read.
7. Year 6 pupils develop appropriate mental recall skills in mathematics and apply these skills satisfactorily in problem solving tasks. They gain a solid understanding of the concepts in different areas of mathematics.
8. In science, by Year 6, pupils are well used to carrying out investigations in depth, learning to make predictions and draw conclusions. Results are carefully and neatly recorded, with pupils showing a pride in the presentation of their work. Lower attaining pupils are often held back by difficulties in writing, but in the main manage to record the basic facts about the work covered.
9. In ICT, pupils acquire a sound range of skills in Year 6. Pupils know how to present text attractively and are suitably acquainted with using programs to control and model events such as the changing of traffic lights.
10. Pupils acquire a sound range of knowledge, skills and understanding in their religious education studies so that by Year 6 they know, for example, about customs and traditions in different world faiths.
11. The school pays close attention to identifying the needs of individual pupils. Work is carefully matched to the needs of any pupils who experience slight difficulties as well as catering precisely for pupils who show particular special educational needs. Individuals who are supported by staff from the school's unit for pupils with behavioural difficulties do well in learning to integrate into class lessons. The very good support they receive helps them acquire an understanding of what they need to do in order to achieve and progress properly with their learning. As a result, all of these pupils achieve very well and make very good progress.

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

Attendance is unsatisfactory. The pupils' attitudes and behaviour in lessons and about the school are satisfactory. Provision for spiritual, moral, social and cultural education is satisfactory overall.

## Main strengths and weaknesses

- The school offers a friendly, caring and supportive community for its' pupils.
- Most pupils arrive punctually at the start of the day and for lessons.
- Pupils like school and take a full part in all that it offers.
- Relationships are good.
- Playtimes are friendly and safe.
- A minority of pupils have very poor attendance, despite the good efforts of the school.
- Pupils' overall spiritual, moral, social and cultural education is satisfactory with good provision in social and moral education.
- Some pupils, notably boys, display negative attitudes towards writing.

## Commentary

12. Attendance is unsatisfactory. There has been one fixed term exclusion and one permanent exclusion made in the recent past. The school handled both of these situations properly. The school often takes pupils who have been excluded, or are on the point of exclusion, from other schools. These pupils in particular benefit from the caring ethos which pervades the school and which is used to raise the low confidence and self esteem of the pupils.
13. The school works very hard to ensure that all pupils attend and procedures for this are very good. However, the school is not supported by some parents - who do not ensure that their children attend regularly.
14. Pupils show an interest in school life, particularly in the wide range of extra-curricular activities, including the Saturday sessions for more able pupils run by the local education authority.
15. A significant number of pupils, mostly boys, demonstrate a negative attitude towards writing which impacts on standards in literacy and other areas of the curriculum.
16. Pupils show respect for adults and for each other, playing well together during playtimes. Their behaviour is satisfactory overall and poor behaviour is dealt with quickly and efficiently. The school has effective procedures to combat bullying, racism and other forms of harassment. Pupils are confident that they can speak to an adult in school if they have a problem.
17. Assemblies are used to promote the school's ethos by reflecting positive values and attitudes. For example, in assemblies seen, the pupils were greeted with 'Peace be with you' and responded accordingly. Pupils are taught that they are never alone and that God is always there to help them in times of trouble.
18. Pupils' moral and social development is good. Assemblies are also used to celebrate pupils' achievements and to praise and reward pupils through a system of house points. Pupils are encouraged to become independent by setting up resources for assemblies. Currently there is no school council, however, pupils are invited to comment on aspects of the school that they would like to change.
19. Spiritual development is satisfactory. Assemblies offer opportunities for worship, incorporating a spiritual and prayerful attitude. Pupils learn to understand and respect the beliefs of others through religious education lessons as well as assemblies. Teachers ensure that pupils learn right from wrong through a consistent approach to the school rules which are displayed throughout the school.
20. The evidence of learning about other cultural traditions to prepare pupils for living in a multicultural society is satisfactory. Pupils have learned about different continents and aspects of life for the indigenous population. There is little cultural diversity within the school but more could be done to involve people from minority ethnic groups to visit school and share their culture and traditions.

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

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.7
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**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	172	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	1	1
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – any other Black background	4	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 a good quality of education for its pupils. Staff provide good teaching and support for pupils and enrich their learning well through extra activities. Especially good provision is made for guiding and supporting pupils with special educational needs. Pupils' learning is effectively enhanced through the solid links the school develops with the parents and the community.

**Teaching and learning**

Teaching and learning are good overall. Teaching has improved since the last inspection with an increase in the amount of good teaching. Good procedures have been established to assess pupils' attainment and progress in English, mathematics and science.

**Main strengths and weaknesses**

- Much very good and occasionally excellent teaching is seen in Year 6 classes.
- The school has not focused sufficiently upon helping pupils develop a more positive attitude towards writing.
- Occasionally, work set does not extend higher attaining pupils sufficiently.
- Staff have a strong rapport with the pupils.
- Lessons are well prepared.
- Teachers show good subject knowledge.
- Assessment systems in English, mathematics and science are good, but are at the early stages of development in other subjects.
- Teaching assistants provide very effective support for teachers and pupils.

- Pupils with special educational needs are very well supported by teachers and teaching assistants.
- Teachers are generally good at managing pupils' behaviour although very occasionally this management is not effective.

## Commentary

### Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5.56%)	5 (13.89%)	14 (38.89%)	13 (36.11%)	2 (5.56%)	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.*

21. Although teaching overall is good, it is variable across the school. It is satisfactory in Years 3 and 5 and good in Year 4. In Year 6, it is good with much very good and occasionally excellent teaching. In the good and very good lessons seen, tasks are clearly explained, work is challenging and learning proceeds rapidly. Staff show a good understanding of the needs of individual pupils and ensure that all individuals are given full opportunities to participate in activities. These lessons are also marked by the use of skilful questioning that stimulates pupils' understanding and motivates them. For example, good questioning in mental/oral work during the numeracy lessons seen helped pupils to consolidate and improve their number recall skills. Through good questioning teachers are also good at helping pupils to remain focused on the tasks at hand. Another feature of the high quality lessons seen was the way in which teachers used a good variety of teaching resources, and approached concepts in a range of ways to give all pupils a chance to learn in the way that suited them best. For example:

#### Example of outstanding practice

##### **Excellent use of different approaches helped pupils rapidly gain an understanding of scientific concepts.**

In a Year 6 science lesson, the teacher:

- Provided high quality discussion opportunities.
- Made excellent use of worksheets – demonstrated very effectively on the interactive whiteboard.
- Provided pupils with well prepared resources to help them decide how to develop an investigation.
- Questioned pupils very skilfully to raise their awareness and help them develop ideas.
- Gave pupils clear timed challenges and opportunities to develop their ideas independently.
- Ensured that all pupils' ideas were valued, and provided strong positive encouragement.

As a result of the wide range of techniques used, all pupils felt confident and progressed rapidly through the work and engaged fully in rising to the challenges presented.

22. In the satisfactory lessons seen, the pace of work did not always move quickly enough and this was sometimes due to teachers not setting clear enough time targets – so that pupils were not completely clear about how much they were supposed to complete in the time available. Also the pace of work dropped in some of the overly long sessions in the afternoon, with pupils struggling to maintain their concentration and interest.
23. Literacy lessons are well structured and teachers carefully model writing activities, giving pupils a clear understanding of what is required and how to carry out tasks. However, during independent activities pupils are often reluctant to make a start on their writing and it is at this stage in the lessons where the pace of work often slows and teachers and teaching assistants have to monitor and guide pupils' work very carefully to encourage them to move ahead with the task. Much effort has clearly gone into establishing clear planning for these sessions, but the school has not focused sufficiently on the need to help pupils establish a more positive attitude towards writing, for example, by inviting authors in to talk with pupils about their work or looking at different methods of engendering an excitement in books and writing.

24. A characteristic of teaching noted in most lessons across the school was the strong rapport that teachers develop with the pupils. Discussions with pupils show that they like their teachers and have a lot of respect for them. In particular, teachers often make good use of praise to encourage pupils. Pupils work hard in response to this encouragement, and their learning is also strongly encouraged by the wide range of systems that the school has devised to reward achievement and good behaviour.
25. The school has made big improvements to its systems for planning and teaching the curriculum since the last inspection. Planning is now good so that there is a consistent approach adopted by teachers across the school, which ensures pupils learn the skills and knowledge they need in a continuous and progressive way. Teachers take much trouble to prepare lessons carefully, ensuring that all resources needed are readily available and that no time is wasted. Content for lessons is carefully selected to maximise interest for pupils.
26. Teachers usually show confident subject knowledge and therefore nearly always provide pupils with clear explanations and directions. Their confidence and knowledge in religious education and ICT, which were unsatisfactory at the time of the last inspection, are now judged to be satisfactory.
27. Another area of significant improvement since the last inspection is assessment. The school has now put in place comprehensive procedures for checking pupils' progress in English, mathematics and science and is now embarking on building equally good systems for other subjects. Teachers track pupils' performances carefully in English, mathematics and science and use the information gained to inform future planning and to assist them in grouping pupils. In some areas where assessment systems are being developed, good attention is paid to showing what pupils understand, know and can do but not enough emphasis is placed on aligning this clearly to the level of attainment reached – therefore not providing precise enough information. Teachers generally mark pupils' work regularly, but whilst comments provide encouragement to pupils they do not often indicate how pupils can further improve their work.
28. Teaching assistants provide very effective support for teachers and pupils across the school. They are very well briefed and have a good understanding of individual pupils' needs. In particular, they help to manage pupils' behaviour and keep individuals focused, interested and attentive during lessons through quiet prompting. This essential backup enables the teachers to sustain the flow of their lessons. The teaching assistants are skilled in supporting pupils – providing guidance where necessary, but also ensuring that individuals work independently as much as possible.
29. Pupils with special educational needs pupils are given strong support by both class teachers and by teaching assistants. Teachers plan lessons that enable these individuals to succeed and teaching assistants give very good support, encouraging pupils to stay on task. Very good support is given both in and out of class to pupils having particular behaviour difficulties by the teacher and teaching assistant from the school's behavioural unit. These two members of staff are very experienced and have a strong awareness of how well individuals are coping with class-work. The school has established a very good approach to integrating the pupils concerned as much as possible, yet providing the facility for quiet withdrawal to the unit when individuals feel that they cannot cope. This is a very effective means of helping and encouraging pupils and observations show that the individuals concerned are keen to stay in class as much as possible and learn to overcome the difficulties they experience.
30. Through good questioning and discussion work teachers are successful in challenging pupils of all ability levels. In some lessons, teachers also ensure that different tasks are given to pupils of different attainment levels. Setting (putting pupils in groups according to their attainment levels) in literacy and numeracy sessions is another successful method used by teachers to help ensure that tasks match with pupils' needs. Whilst these strategies work effectively in supporting and extending pupils with special educational needs as well as lower and middle attaining pupils, in the independent work/activities parts of lessons higher attaining pupils are not always sufficiently extended by the tasks provided.

31. Across the school, teachers usually adopt a consistent approach towards setting expectations for good behaviour and use systems of rewards and sanctions very effectively to help all pupils acquire appropriate attitudes. Very occasionally these expectations are not made sufficiently explicit and, at these times, a few pupils become disruptive and, pupils generally, do not concentrate and work with their best efforts.

## **The curriculum**

The school provides a good curriculum for all of its pupils including those with special educational needs. The provision for learning outside the school day is very good. This area of the school's provision has been significantly improved since the last inspection.

### **Main strengths and weaknesses**

- A very good and well-planned range of extra-curricular activities enriches the curriculum.
- The curriculum is broad and balanced and meets the needs of all pupils including those with special educational needs.
- There is a strong inclusive approach in lessons as well as very good support for pupils with special educational needs.
- The length of some lessons in the foundation subjects such as geography is overly long.
- The *Early Morning Activity Time* is not always used to its best advantage.

### **Commentary**

32. The curriculum meets the statutory requirements of the National Curriculum and in personal, social and health education. Statutory requirements for religious and sex education are met and the curriculum for pupils with special educational needs is planned very well to meet their needs.

33. In lessons, teachers are very good at including all pupils in activities regardless of ability. In addition, the support received by the pupils with special educational needs, both in the classrooms and in the specialist unit, is very good and as a result, their needs are very well met. The school's specialist unit for supporting pupils with behavioural difficulties is well resourced and is used very effectively by the teacher in charge and the teaching assistant deployed to this class. They work very intensively with individual pupils, successfully helping them to gain the necessary skills to integrate as much as possible into mainstream class lessons. The unit caters very well for pupils who have been excluded, or are on the point of exclusion from other schools and who make very good improvement once they have settled into this school.

34. A strength of the school is the many well-attended clubs at lunchtime, after school and at weekends that enhance the curriculum. The sports clubs provide teams for soccer, rugby, hockey, netball and gymnastics that play and compete in schools' leagues. The local secondary school, with which the school works closely, is supporting an application by the school for a Gold Award in the School Achievement Award scheme. There is also an extensive range of other clubs that are also well attended. These include choir, French, Spanish, computers, drama, line dancing, and a creative club. All of these activities help to make the curriculum provided both interesting and challenging for pupils.

35. The school has addressed the imbalance of the curriculum criticised at the time of the last inspection. However, whilst the school sensibly has blocks of time for some foundation subjects to avoid fragmentation of the curriculum, in some subjects such as geography, the length of lessons is overly long. This is particularly noticeable for pupils who find sustained concentration difficult.

36. At the start of the school day there is an Early Morning Activity that has daily themes – for example, completing writing journals and thinking skills. Where teachers are involved in helping

pupils improve their literacy skills in journal writing the system works well. However, this is not a consistent practice across all classes.

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

As noted during the last inspection, the school cares for its pupils very well and provides a safe environment for them. There is good support and guidance for pupils when they need it and their views are sought and acted upon to a satisfactory degree.

### **Main strengths and weaknesses**

- The school has very effective child protection and health and safety procedures in place.
- Staff work hard to develop supportive relationships with their pupils and, as a result, the school's provision to guide and support pupils is very effective.
- Induction arrangements are good, enabling pupils to settle into school well.
- There is no school council for pupils.

### **Commentary**

37. The school promotes a very high level of care and positive relationships between staff and pupils. The school has effective formal procedures for child protection. Both teachers and teaching assistants are vigilant in carrying out their child protection responsibilities and there are regular opportunities for them to discuss individual pupils and to express any concerns they may have. The school works well with other relevant agencies, such as the educational welfare officer and social services, to ensure that pupils get additional help when they need it. The governors carry out regular checks to ensure that the school premises provide a safe working environment. The school takes necessary safety precautions when planning school visits. Routine health and safety procedures are in place. The school encourages healthy eating and ensures that pupils have access to water through the day.

38. Teachers and support staff in this school know their pupils well and help them develop as individuals. Good induction arrangements ensure that the school is able to build on information from the infant school to identify potential problems and to help pupils settle well into Year 3. There is a caring ethos throughout the school based on a sensitive awareness and consideration for the needs of all individuals. The headteacher looks to her staff to be *Champions for Children* - in terms of ensuring the needs of all individuals are met, and the pupils clearly have a close relationship with her and her staff. Staff know the stage at which individual pupils are in their personal and academic development. The school uses formal procedures to monitor pupils' overall standard of work, and information gained is used well to help pupils improve. Outside specialists are used well to complement the school's own resources, for example, the school nurse runs a *friends scheme* for Year 4, on how to treat other people. Staff work well together as a team to share information and responsibilities, responding appropriately if a pupil is having problems. Pupils know there is a sympathetic adult they can approach if they are having difficulties and appreciate the emotional security that helps them to progress. Pupils' views are regularly sought and acted on in connection with such issues as writing the school rules.

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

Parents have a high regard for the school and appreciate what it is doing for their children. As noted at the time of the last inspection, the school has satisfactory links with its parents and the local community. There are good links with other schools in the area.

### **Main strengths and weaknesses**

- Parents are supportive of the school.
- The school has a very open style which enables parents to access information and to talk to staff when they need to.

- Links with the local church enhance pupils' learning.
- There are good links with other schools to ease the transfer of pupils between the stages in their education.

## **Commentary**

39. Most parents who expressed an opinion on the school are pleased with what it provides for their children and would themselves be comfortable approaching the school with a problem or question. They appreciate the open door culture of the school and the happy welcoming atmosphere promoted by the headteacher and her staff. The school has the confidence of its parents and it lives up to their expectations.
40. Provision of information to parents is satisfactory. The prospectus is a good document, which gives an interesting picture of the school and annual reports to parents on pupils' progress are satisfactory. There is a good range of morning meetings to bring parents into school to see how numeracy and literacy are taught. Every other week there is a class assembly, which is well attended by parents. There are regular termly opportunities for parents to meet their child's teacher and good opportunities for parents to obtain ongoing information on their child's progress from the *home and school partnership books*, to which they are encouraged to contribute. Parents of pupils with individual education plans have termly meetings with staff to review progress. There are limited opportunities for parents to express their views formally or for the school to incorporate parental opinion in its decisions.
41. The school has good links with the local parish, with the vicar regularly taking an act of collective worship in school and pupils being regular visitors to their local church. Visitors from local organisations, such as the police, come into school to contribute appropriately to the personal, social and health education curriculum. A local farmer talks to Year 3 pupils before they visit his farm. The school is involved with various local Bath festivals and concerts.
42. The school has close liaison with the infant school, ensuring that Year 2 pupils have a well-organised transfer into Year 3. There are joint staff meetings and a useful exchange of information about pupils. The same applies at the other end of their junior school experience; pupils from Year 6 are helped to transfer to the local secondary school well. Bridging units of work are set in core subjects and there are good links between teachers at the schools involved to ensure that pupils are given as much help and guidance to make transfer to Year 7 as stress-free as possible.

## **LEADERSHIP AND MANAGEMENT**

Overall the school is well led and managed. The last inspection judged leadership and management as very good. However, in the years immediately ensuing the inspection the school clearly experienced difficulties in this area stemming partly from turbulence in the staffing. With the new headteacher taking over just two year ago, a strong picture of leadership and management was once more established. Overall, governors carry out their roles satisfactorily and ensure all statutory requirements are met.

### **Main strengths and weaknesses**

- Good leadership by the headteacher has enabled the school to move forward at a good rate, particularly over the last two years.
- The school has a good quality improvement plan.
- English, mathematics, science and ICT are well led and managed, but in other subjects the co-ordinators' roles are under-developed.
- Governors are not sufficiently involved in the school development planning process.
- The school has worked well to restore clear procedures for managing its finances.



## Commentary

43. In her two years in post, the headteacher has led the school well and moved the school forward from a period of staff turbulence and administrative disarray to the current settled and well organised situation. She has achieved this by managing staff well, showing a caring attitude towards individuals and by setting in place clear strategic plans for the school's future development. These plans are detailed and realistic and focus securely on the main areas that will help to improve the quality of education and drive up standards further. The headteacher has created an atmosphere in which staff feel valued and therefore work together as a committed team, who are enthusiastic to achieve the goals set out in the school's improvement plan. She ensures that teaching and learning and the curriculum are carefully monitored and all initiatives for improvement are carefully interwoven with the staff performance management programme.
44. Governors keep themselves appropriately informed and involved through regular visits and detailed briefings from the headteacher and subject co-ordinators. The chair of governors in particular works in close partnership with the headteacher and through regular liaison maintains a clear overview on how well the school is working and progressing. Governors are fully supportive of the headteacher and staff. While they fill in a questionnaire about the school improvement plan, overall the involvement of the governors in constructing the plan is too low key and their work does not yet have enough influence on decision making.
45. The headteacher is well supported by her energetic acting deputy headteacher who provides a good role model for other staff through his own good and very good teaching. He, along with other members of the senior management team, provides good leadership and works closely with the headteacher in ensuring that all new school initiatives are kept on track. The co-ordination of English, mathematics, science and ICT is very effective, with clear action planning and subject managers maintaining a clear overview of the strengths and weaknesses in teaching and learning. However, in other subjects leadership is not yet clearly established and co-ordinators do not yet have enough opportunity to gauge the effectiveness of teaching and learning across the school.
46. The special educational needs co-ordinators manage provision for this area well. They ensure that records are fully maintained and that good liaison is maintained between all parties. The co-ordination of assessment across the school is also well managed and has enabled the school to make good improvements in this area.
47. In the recent past the school had a very heavy carry forward figure being maintained in the budget. Over the last two years the headteacher, governors and school finance officer have worked very efficiently and have succeeded in getting the budget back on track. Although the carry forward figure in the budget is still too high, it has been very much reduced and current funding is very clearly designated for spending in line with the school improvement plan. The school now has good procedures to ensure that the best value is derived from all spending.

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

Income and expenditure (£)	
Total income	659,163
Total expenditure	669,630
Expenditure per pupil	3,250

Balances (£)	
Balance from previous year	146,405
Balance carried forward to the next	135,938

# PART C: THE QUALITY OF EDUCATION IN SUBJECTS

## SUBJECTS IN KEY STAGES 2

### ENGLISH

Provision in English is **satisfactory** overall. Standards have improved since the last inspection but are not rising fast enough, particularly in writing.

#### Main strengths and weaknesses

- Teaching is good overall with some very good and excellent teaching.
- Standards, particularly in boys writing, are below national expectations.
- Speaking and listening skills are not always developed fully across the school.
- Handwriting is inconsistent across the school.
- Provision for pupils with special educational needs is very good and helps these pupils to achieve well.
- Teaching assistants support pupils well.
- Resources are used to good effect.
- The literacy co-ordinator is enthusiastic and supports her colleagues well.

#### Commentary

48. Standards in English are unsatisfactory and are below national expectations. Pupils do not achieve well and this can, in part, be attributed to poor attitudes to writing – particularly that of boys.
49. Teaching is good overall with elements of very good and excellent teaching, particularly in Year 6 where the teachers' enthusiasm and good subject knowledge enable pupils to make good progress. Teaching assistants support pupils well, encouraging them to stay on task and ensuring that all pupils access the curriculum. The school's special educational needs unit is used to very good effect to support pupils' learning. Opportunities to develop pupils' speaking and listening skills are not consistent across the school. In the best examples, pupils were given good opportunities to discuss ideas with a partner and articulated and clarified their thoughts appropriately, but this is not common practice in all classes and sometimes discussions are too dominated by teachers and a minority of pupils.
50. Teachers plan and organise their lessons well. Where good practice was seen, work proceeded at a brisk pace and was well matched to pupils' needs. However, a good pace did not always reach desired outcomes owing to the negative attitudes to writing by some pupils, particularly boys. All teachers focus well on the learning objectives set, sharing them with pupils. Learning targets are set for pupils and are reviewed and updated regularly. Although work is matched to the needs of the majority of pupils in all classes, there are occasions when higher attaining pupils are not catered for sufficiently. Handwriting is not developed in a consistent way across the school. Many pupils do not join their handwriting and all pupils write in pencil. Pupils' books are marked regularly but not enough information is always provided to indicate to pupils how to improve further.
51. Pupils are confident when reading at all levels although some read in a 'mechanical' way and do not always understand what they are reading. Higher attaining readers are able to discuss what they have read and talk about their book in a knowledgeable way. They discuss their favourite authors and texts and explain their preferences. The older pupils are confident about how to find a book in the library and understand the classification system. Insufficient time is spent reading to the pupils, for example, a class book on a regular basis that would extend pupils' vocabulary. Many pupils have a poor vocabulary and this is another factor that undermines their confidence to tackle writing tasks.

52. Pupils attain below average standards in writing. This is often due to poor attitudes, particularly that of boys, who are reluctant to write. Whilst the school has rightly focused upon devising good planning systems and a structure approach towards literacy teaching, not enough attention has been paid to finding ways of helping pupils develop a positive attitude and a greater excitement for and interest in writing. However, some teachers are beginning to address this situation:

#### Example of outstanding practice

##### Excellent approach used to help pupils feel a sense of excitement in writing.

*I had the most frightening experience of my life last night .... I heard a whirring sound outside my window. I dashed to the window and I saw a bright blue light. I could see a round dark shape behind the trees ...*

This personalised account by the teacher coupled with the very effective use of dramatic tension, succeeded in thoroughly engaging all of the pupils – including the boys, and promoted an enthusiasm for discussing ideas and the desire to ‘tell the story’ to an audience. The resulting excitement and interest led pupils to progress very rapidly in writing a class story and subsequently developing their own ideas.

53. Resource provision is good overall and the school has recently purchased a new stock of reading books. The non-fiction library is well placed alongside the ICT suite although ICT is not sufficiently used in literacy lessons and could be developed further.

54. Although the co-ordinator has had responsibility for English for only four terms, she demonstrates enthusiasm and commitment to the subject. She is knowledgeable about areas of strength and for development and has a good action plan to develop the subject further in order to raise standards.

#### Language and literacy across the curriculum

55. Some opportunities are provided for pupils to develop their language skills in other subjects, for example, in a very good religious education lesson where pupils were able to discuss the subject of death in a sensitive and appropriate way. However, such cross curricular links are not always sufficiently promoted in other subjects.

#### MATHEMATICS

Provision for mathematics is **satisfactory**. Pupils achieve well and standards have improved since the last inspection.

#### Main strengths and weaknesses

- Good teaching across the school.
- Comprehensive coverage of the curriculum.
- Insufficient use of information and communication technology.
- Insufficient use of mathematics in other subjects of the curriculum.

#### Commentary

56. Pupils achieve well as they move through the school and pupils with special educational needs often make very good progress. This is due to the mainly good teaching throughout the school. Pupils currently meet the expected levels by Year 6. Through the good teaching they develop a confident approach in using their mathematical skills. Across the school they apply their mathematical skills effectively to problem solving. This is an improvement on the last inspection when this area of the mathematics curriculum was found to be unsatisfactory.

57. Pupils have a good range of mathematical experiences in all areas of the programmes of study. For example, Year 6 pupils know about lines of symmetry and understand the use of co-ordinates when plotting shapes in four quadrants. Through very good teaching they learn to use

positive and negative numbers in order to plot shapes in four quadrants and acquire knowledge of rotational symmetry.

58. Teaching is generally good and very good teaching is seen in the Year 6 classes. All teachers show good knowledge and a confidence in teaching the National Numeracy Strategy. The particularly good features of the numeracy hour are the innovative ways teachers develop and improve all pupils' mental skills through tables, action songs and good questioning. All lessons continue at a brisk pace and teachers are good at assessing what pupils have learned at the end of each session in order to plan for the next lesson.
59. Marking is good and in most classes teachers make comments that help the pupil to improve. Teachers set high expectations for pupils' achievement and support staff give invaluable help and encouragement to pupils with learning difficulties. However, challenges set for the higher attaining pupils do not always extend them sufficiently. The atmosphere in almost all lessons is one of interest and enjoyment and pupils apply themselves to their tasks. However, some pupils, mainly those that have problems with writing skills, show a reluctance to put pen to paper.
60. The subject manager is implementing initiatives such as the analysis of tests in order to predict future outcomes for each pupil. Good strategies have been designed to improve assessment systems for all pupils, including those with special educational needs. These processes are helpful both to the school and the individual pupil in order to plan future work.

### **Mathematics across the curriculum**

61. Currently mathematics is not used and applied sufficiently across the curriculum. Teachers are not making sufficient use of information and communications technology in mathematics such as the collection, displaying and interpretation of data. For example, when surveys are carried out in science, the collected data is not sufficiently displayed in graphs and interpreted.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The subject is very well led and managed.
- Good improvement in standards since the last inspection.
- Good emphasis placed on developing pupils' skills, knowledge and understanding through scientific enquiry.
- Teaching is good and helps pupils to achieve well. Some excellent and very good teaching seen in Year 6.
- Very useful assessment procedures have been introduced, but these do not always specify the levels attained by pupils clearly enough.

### **Commentary**

62. The co-ordinator has carried out a very detailed audit of science provision across the school and has a very clear overview about the effectiveness of the work in this subject across the school. In developing a full blown scheme of work across the school he has successfully raised the profile of science and ensured that provision overall has improved since the last inspection. This has resulted in an improvement in standards and although still not enough pupils reach the upper level (Level 5) compared to all schools nationally, the proportion of pupils reaching average levels and above in the Year 6 national tests has increased from 75 per cent in 1998 to 97 per cent in 2003. This increase meant that the school's results in 2003 were above average when compared to other similar schools.

63. The picture reflected by test results is substantiated by inspection observations, which confirm that pupils progress and achieve well as they move through the school. For example, by Year 6, pupils gain a solid understanding of the concept of air resistance and know that it affects the rate at which objects fall and they understand that changes caused to materials can be reversible or irreversible. Across the school, all of the work carried out by pupils is based on well prepared investigative projects – providing plenty of ‘hands on’ opportunities for pupils to learn in a practical way. The improvement in standards is very much a result of this well established basis for learning.
64. Science is well taught with a consistent approach towards developing pupils’ understanding through practical work. Teachers show confident subject knowledge, for example, ensuring that pupils gain a full understanding of applying the principles of fair testing during investigations. Teachers also ensure that an in depth coverage of work is provided so that by Year 6 pupils have a good range of experiences in topics such as micro-organisms, food decay, hygiene, solubility of substances, the properties of materials, food chains, electrical circuits and investigations with sound. Excellent and very good teaching was noted in Year 6 where the pace of learning was very good due to the wide range of learning strategies applied by the teachers and the rigorous approach towards questioning pupils and engaging them in making predictions and attempting to draw conclusions.
65. Pupils with special educational needs are very well catered for to ensure that they have the same level of involvement as all other pupils. Work provided also challenges lower and middle attaining pupils well. However, too often work in pupils’ books indicates that a class have all covered the same work and opportunities to extend higher attaining pupils and getting them to work at a higher level are not exploited sufficiently, which is currently the main barrier preventing the school from increasing the number of pupils achieving the upper levels in tests.
66. The co-ordinator has helped staff to introduce new and very useful assessment procedures that give a clear picture of what pupils know, understand and can do. However, the information does not easily translate into providing the teachers with a clear definition of the levels attained by pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good** and this marks a good rate of improvement since the last inspection when provision and standards were found to be unsatisfactory.

### **Main strengths and weaknesses**

- The subject is well led and managed.
- Good assessment systems have been instigated.
- Teaching is good.
- Insufficient is made of ICT to support pupils’ learning in some subjects.

### **Commentary**

67. The co-ordinator manages the subject very effectively and has helped the school to move forward in all areas of its ICT provision. In particular, clear action plans have been formulated, the ICT suite has been well set up and good procedures for assessing pupils’ progress have been established. She works enthusiastically and liaises closely with and supports all other staff. An effective and clear scheme of work has been devised based on national guidelines, but with useful extra resources to complement this where needed. Staff have all received appropriate training to ensure they are all proficient and confident to teach the programmes of study.

68. As a result of the training they have received, teachers provide good quality lessons for their pupils. Work is well prepared and pitched at the right level to help pupils to build on their current skills and progress well with their learning. Teachers provide clear demonstrations for pupils, despite being hampered by the lack of a large screen to aid this process. Pupils thereby gain a good understanding of how they need to progress. Year 6 pupils benefit from good demonstrations given on the interactive whiteboard in one of the classrooms – prior to going into the suite to continue with their tasks independently. Teachers succeed in getting all pupils fully involved in tasks and the working atmosphere in all lessons is purposeful, with pupils showing enthusiasm. The school benefits from having a well trained ICT technician who provides good support for the teachers and pupils. All staff provide very good support for individuals with special educational needs, enabling these pupils to successfully cover the same areas of work as the other pupils.
69. As a result of the good teaching, pupils achieve well and reach the expected level by Year 6. For example, pupils understand how devices can be controlled through direct instructions on the computer and they gain good experience in devising routines and sub routines to enable sequences of events to occur in the correct way – such as the changing lights of a set of traffic lights. Pupils are experienced in using word processing to enhance their work, they know how to use cut and paste techniques and how to import clipart graphics into their work.
70. Good assessment systems have been established with useful portfolios of work created to show clearly the level of work produced at different year groups. This helps teachers ensure that pupils' skills are built up step by step as they move through the school.

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

71. Appropriate use is made of ICT to develop pupils' learning in some subjects such as English – where pupils are given suitable opportunities to present their written work in different ways. Pupils also have good opportunities to enhance their ICT skills on a wide front during ICT extra-curricular activities. However, the use of computers to support learning across the curriculum is at an early stage of development and, quite often, chances are overlooked to develop pupils' ICT skills and thus promote learning in different lessons.

### **HUMANITIES**

Geography and religious education were inspected in full and are reported on below. History was sampled, and although no lessons were observed and therefore no firm judgement on provision can be given, previous work was scrutinised and inspectors had discussions with staff and pupils.

72. Pupils talk knowledgeably and enthusiastically about **history** topics studied, for example, Henry VIII and his six wives and his desire for a son, what Victorian children were expected to do at school and punishments for poor behaviour. They know how the Egyptians were able to transport stone using wood for rollers. They are able to put topics studied in chronological order beginning with the Ancient Greeks through to the Victorians. They are able to empathise with people from the past, for example, when comparing the lives of the rich with the poor in Tudor times.
73. The school makes good use of educational visits, for example, to Sevington to visit a Victorian school or to the Roman baths in Bath and pupils recall such visits with enthusiasm.
74. Work scrutiny shows that pupils study one unit of history per year and cover a broad range of topics. However, as with geography, presentation in books is variable across the school and is often poor with unfinished work on occasion. By contrast display work is to a high standard with some very good work on the Victorians and the Tudors.
75. The history co-ordinator is also the geography co-ordinator and is at the same stage of development with both subjects.

## Geography

Provision in geography is **satisfactory** overall.

### Main strengths and weaknesses

- Standards are satisfactory.
- Practical activities support pupils' learning well.
- Good use of teaching assistants to support pupils with special educational needs.
- Geography sessions are too long.
- Presentation of work in books is inconsistent across the school.

### Commentary

76. Standards in geography are in line with national expectations. Pupils recall previous learning and talk about topics such as India, Twerton, and the mountain environment. Pupils talk about the multi cultural week knowledgeably and enthusiastically. Geography is taught in half-termly blocks and takes up two afternoons per week. This is too long a period at one time and does not benefit the pupils, because many of them lose concentration during the overly long sessions.
77. In the lessons seen, the quality of teaching was satisfactory. Work was well prepared with some interesting practical activities provided for pupils. For example, Year 5 pupils enjoyed the activity to purify water and were keen to explain their observations. Teachers plan geography in line with national guidelines, which are then modified to suit the school's needs. Pupils with special educational needs are very well supported by teaching assistants so that they participate fully and cover much the same work as others in their classes. However, the lessons seen tended to be too long and pupils struggled to maintain their concentration and teachers had to work hard to manage pupils' behaviour as they began to lose interest in the work.
78. The quality of pupils' recorded work is inconsistent across the school. Presentation is often poor and marking does not take pupils' learning forward.

## Religious education

Provision in religious education is good and this is an improvement since the last inspection.

### Main strengths and weaknesses

- Teachers are knowledgeable and sensitive about subjects covered.
- Teachers encourage a sense of awe and wonder in their delivery of religious education themes.
- Pupils learn about a diverse range of religions.
- Teachers do not have a consistent approach towards helping pupils to record their work on a regular basis.

### Commentary

79. Pupils follow the locally agreed syllabus for religious education. Standards in religious education are satisfactory and in line with national expectations.
80. Teaching in religious education is good, with some very good lessons with both younger and older pupils. In the best lessons, teachers demonstrated good subject knowledge; for example, when teaching about the miracles of Jesus. A Year 3 class showed a sense of awe and wonder when they realised that five bread rolls and two fish were going to be shared amongst them as the teacher cleverly hid the extra food. When questioned about how Jesus fed everyone a pupil responded with, 'God made everlasting bread.' In a Year 6 class the teacher used a skilled approach to sustaining pupils' interest in an account of the relationship between 'Grandpa' and his granddaughter. The ensuing discussion following the 'death' of grandpa was dealt with

sensitively and with compassion. Pupils with special educational needs are supported well by class teachers. Literacy skills are developed well in religious education lessons, discussing authors and illustrators as well as making good use of speaking and listening opportunities.

81. Teachers plan lessons according to the locally agreed syllabus and are aware that there are some gaps in skill progression. Pupils' assessments are based on the learning objectives for the lesson. ICT is not used sufficiently well to support religious education.
82. Pupils learn about a variety of religions including Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism. The school encourages visits from a local vicar who is willing to be 'hot seated' and answer questions about Christianity. Links with the local church to celebrate religious festivals are satisfactory.
83. There is very little recorded work for religious education, except in Year 3 and teachers do not have a consistent approach towards ensuring pupils' knowledge and understanding is consolidated through the regular recording of ideas as they move through the school. Marking of work does not show pupils how to improve their skills in religious education.

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

84. These subjects were sampled during the inspection. Only lessons in physical education were seen at the time of the inspection. For all other subjects in this area work was sampled in books and displays, and in talking to teachers and pupils.
85. There is a good range of work in **art** on display in classrooms, in the corridors and entrance hall. Year 3 pupils have painted self-portraits from photographs. Both photograph and the portrait are displayed together and show satisfactory observation skills and the ability to match colours. A particularly good display on the walls of the special educational needs unit shows large pictures of flowers inspired by Van Gogh's sunflowers. The pupils in the school's unit for pupils' with behavioural difficulties used colour in their art work to represent mood. Each pupil word-processed labels for the painting showing how each colour represented a particular mood. Pupils have satisfactorily made and painted models of dragons inspired by the Chinese New Year. Pupils have also modelled good figures and faces using wire and wire mesh.
86. The co-ordinator for art is also co-ordinator for **design and technology**. There are good links between these subjects. Evidence of pupils' work shows that all elements of the design and making process occur and with proper evaluations made of the designed work.
87. The **music** curriculum is broadly based on national guidelines. There is a well-attended choir at lunchtimes in order to practise for performances in church when services take place at Easter and Christmas. During the inspection choir club was observed. Twenty pupils across the school were introduced to singing rounds. In twenty minutes they had learnt the song sufficiently for the group to split in to two and finally into three. They not only sang well but also enjoyed the occasion. The session was well led by the headteacher and the music co-ordinator whose enthusiasm inspired the pupils.

### **Physical education**

The provision for physical education is **good**.

### **Main strengths and weaknesses**

- The teaching in Year 6 is good.
- The skills learned in physical education lessons and the after school clubs provide the school with high-class teams that compete very well in local leagues.
- The management of the subject is good.
- The school has limited facilities at its disposal but makes maximum use of them.



- There are good systems for pupils to evaluate their own learning at the end of a topic.

## Commentary

88. Only two lessons in physical education were observed during the inspection. These were the two Year 6 classes and both were good. Pupils showed good hockey skills in the lessons seen. Pupils are successful in their matches against other local schools. Planning is well organised and caters for all abilities including those with special educational needs. Lessons proceed at a brisk pace and no time is wasted. All pupils are expected to follow the same routine but teachers are good at encouraging and supporting those who are having difficulty with either the skill involved or the sustained concentration needed.
89. Physical education lessons and the sports clubs at lunchtimes and after school are instrumental in developing the sports teams that do so well when competing against other schools in the area. Pupils are very enthusiastic about sport and they are eager to show visitors the photographs and league tables in the corridors.
90. All areas of the physical education programmes of study are satisfactorily covered. There is a strong emphasis on games, gymnastics and dance. Multicultural weeks give good opportunities for dance work to be pursued. A recent performance of the *Tempest* has been video recorded for school records as well as providing an opportunity for assessment. A particularly good feature of physical education is that all pupils write an evaluation of what skills they have learned as well as suggesting what they need to do next at the end of each topic.
91. The management of the subject is good and the co-ordinator has been instrumental in setting up the application for the Gold Award in the School Achievement Award scheme.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. It was not possible to collect enough evidence during the inspection to make an overall judgement about provision in this area.
93. The staff provide a clear focus on developing pupils' understanding of the importance of healthy living and the school has been successful in achieving the national *Healthy Schools Award*. Topics about health are fully ingrained in the school's science curriculum and well emphasised through the provision of a *Healthy Tuck Shop*. <sup>1</sup>*Circle time* is established across the school and helps the staff effectively gauge pupils' feelings and views about different aspects of school life and engages them in ideas that promotes their understanding of citizenship. In this way pupils' views are given full consideration in different areas of development. Discussions with pupils show that they are given good chances to take on responsibility and further their understanding of working as part of a team in the school community. Participation by many pupils in the very good range of extra-curricular activities and sporting events also strongly enhances pupils' personal development and health education.

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<sup>1</sup> Pupils sit in a circle and take it in turns to talk about their ideas.

## 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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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