

INSPECTION REPORT

KEWSTOKE PRIMARY SCHOOL

Weston-super-Mare

LEA area: North Somerset

Unique reference number: 109092

Headteacher: Mrs Joanne Jones

Lead inspector: David Morgan

Dates of inspection: 4 – 6 May 2004

Inspection number: 264203

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	108
School address:	Kewstoke Road Kewstoke
Postcode:	BS22 9YF
Telephone number:	01934 623430
Fax number:	01934 628924
Appropriate authority:	The governing body
Name of chair of governors:	Mr Martin Turner
Date of previous inspection:	16 November 1998

CHARACTERISTICS OF THE SCHOOL

Kewstoke is a small village primary school situated on a steep wooded hillside overlooking the Bristol Channel at the mouth of the River Severn. It is a few miles from Weston-super-Mare and 16 miles from Bristol. The original Victorian building has been significantly enhanced by a 'log-cabin' classroom and a large, wireless networked computer suite. Funding for these was raised largely by the school and local community. Most of the teaching takes place in temporary accommodation. The school is smaller than most primary schools with 108 pupils aged from four to eleven. They are taught in four classes, all of which have pupils from two year groups. Pupils' attainment on entry is broadly average. There are 22 per cent of pupils on the special educational needs register, five of whom are receiving 'School Action Plus support' and one of whom has a statement of special educational needs. This is above the national average. Pupils come from a wide range of social backgrounds. Most are local, but a small number travel a few miles and join the school 'walking bus'. Pupil mobility is about the national average. There are a very small number of pupils from ethnic minority backgrounds. Two pupils are known to be eligible for free school meals (which is well below the national average), and three have English as a second language (which is higher than in most schools). The site is cramped and pupils have to walk three quarters of a mile to their sports field. The school has received the national Healthy School Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20244	David Morgan	Lead inspector	Mathematics Music Art and design Design and technology Physical education
31758	Edward Tipper	Lay inspector	
32727	Andrew Read	Team inspector	English as an additional language Special educational needs Science Geography Information and communication technology
18502	Vivienne McTiffen	Team inspector	Foundation Stage English Religious education History

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This a very effective school as reflected in the high standards, the rich and varied curriculum, the excellent links with the parents and local community, the very good leadership and management and the very good teaching and learning. The school is regarded by the parents as being a very good school. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The quality of teaching, pupils' achievement and learning are very good.
- There are high standards in the core subjects and assessment is effective.
- The curriculum is rich and varied with very good enrichment opportunities.
- The school has excellent links with the parents and local community.
- The level of care provided for the pupils is very good.
- The governance, management and leadership of the school are very good.
- The behaviour and attitudes of the pupils are very good and contribute to the school's very good ethos.
- Aspects of the accommodation have safety implications and may impact adversely on the school's continuing improvement.
- There are limited opportunities to improve extended writing in Years 3 to 6.
- The assessment of the foundation subjects is an area for further improvement.

The school's improvements since the last report have been substantial, and have included the following:

- ICT has been substantially improved, through improved hardware provision, good skills teaching and good use across the curriculum.
- Subject planning is now detailed, and takes good account of the mixed ages and abilities.
- There is an improved focus in raising standards of English to the higher levels.
- The cultural development of the pupils is now a major strength of the school.

The school is well placed to continue its improvement as a result of:

- The very good leadership, governance and management.
- Conscientious and competent teachers.
- Enthusiastic and competent governors.
- High quality of education.

However, the accommodation limits the improvement of the foundation stage and physical education.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is very good throughout the school. Pupils' attainment in Year 2 is now well above average in all core subjects and broadly in-line for information and communication technology. Standards of attainment in Year 6 are well above average in mathematics and science, and above in

English and information and communication technology. Inspection evidence is insufficient to indicate standards in the foundation subjects and religious education. Cohort sizes are small, and the variation between each year group is sometimes considerable. **Pupils' personal development is very good, with spiritual, moral, social and cultural development very strong** features of the school. Pupils' attitudes and behaviour are very good as are their attendance and punctuality.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is very good with 95 per cent of lessons judged to be good or better. This has resulted in very good learning. The very good breadth of the curriculum, the very good enrichment opportunities provided, the very good level of care the pupils receive, the excellent links with parents and the community, and the very good links with local schools, combine to ensure pupils achieve very well. The school does very well to overcome the difficulties posed by the accommodation. Playgrounds are small, some classrooms are in need of refurbishment and there is a shortage of storage space.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher, who provides, very clear and effective leadership, has established very good management procedures. The governing body is very enthusiastic and challenges and supports the work of the staff to ensure high standards

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school. The pupils enjoy school and are very proud of it.

IMPROVEMENTS NEEDED

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

- Continue to work in partnership with the appropriate authority to seek new or substantially improved accommodation.
- Continue to raise standards in extended writing in Years 3 to 6.
- Develop manageable and effective methods to assess pupils' progress in the foundation subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements throughout the school are very good. Standards of attainment in Year 2 are well above average in all core subjects and broadly in-line for information and communication technology. Pupils' standards of attainment in Year 6 are well above average in mathematics and science, and above in English and information and communication technology. All foundation subjects and religious education are well represented with examples of good work seen in all, but inspection evidence is insufficient to give precise standards at the end of Key Stages.

Main strengths and weaknesses

- Standards in English, mathematics, science and information and communication technology (ICT) are a strength of the school.
- Use of ICT across the curriculum is good, particularly in Years 2 to 6.
- The standard of extended writing in Years 2 to 6 is relatively weak compared with other aspects of English.

Commentary

1. Taking the national tests for the 3 years from 2001 to 2003 (using the average point scores), pupils' results in reading writing and mathematics in Year 2 were above the national median. In Year 6, pupils' results in English were close to the national median, above in mathematics and well above in science. Cohort sizes are small, and the variation between each year group is sometimes considerable. This make a closer analysis of trends and variation in performance between boys and girls, inappropriate.

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

Standards in:	School results	National results
reading	16.5 (15.9)	15.7 (15.8)
writing	14.3 (14.5)	14.6 (14.4)
mathematics	17.6 (15.8)	16.3 (16.5)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	27.0 (25.8)	26.8 (27.0)
mathematics	28.1 (27.4)	26.8 (26.7)
science	30.2 (30.2)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

2. Children enter the reception class with standards of attainment broadly in line with the national average and with well developed social skills. However, their language and communication skills are a little below average. The children make very good progress and all are expected to reach the goals expected by the end of the reception year.

3. Cohort differences restrict generalisations as to pupils' relative achievement through each key stage, but achievement in terms of progress through the school is very good. Inspection evidence shows that standards in current Years 2 and 6 are higher than those indicated by last year's national test results. This illustrates the variation that can occur between successive year groups.
4. Pupils' attainment in Year 2 is now well above average in English, mathematics, and science and broadly in-line for information and communication technology (ICT). In Year 6, pupils are attaining well in English with the exception of extended writing, which although improving, is an area for further development. Standards in ICT are good and the use of ICT across the curriculum is firmly embedded in teaching, resulting in a significant contribution to pupils' achievement. Standards of attainment in Year 6 in mathematics and science is well above average.
5. The school's target for English in the national tests this year is slightly higher than last year. The target for mathematics is that 100 per cent of pupils should reach at least level 4, with nearly a half reaching level 5. This is an ambitious target, but the school seems well placed to achieve it.
6. Evidence of good work was seen in all the foundation subjects and religious education, but there is insufficient inspection evidence to give a secure judgement as to the overall standards of achievement in any of the subjects of art and design, design and technology, geography, history, music, physical education and religious education.
7. Pupils with special educational needs, those who speak English as an additional language and pupils who are gifted and talented all achieve very well as a result of the carefully planned and competent provision.

Pupils' attitudes, values and other personal qualities

Pupils' overall behaviour and their attitudes to their work and towards others in the school are very good. Their spiritual, moral, social and cultural development is very good. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils are very enthusiastic in their approach to lessons and have very positive attitudes towards their learning.
- Pupils have very good relationships with each other and the adults working in the school.
- The school sets very high expectations for pupils' behaviour.
- Pupils have limited opportunities to take responsibility or exercise personal initiative.

Commentary

8. The school's attendance figures are consistently better than the average nationwide. This, together with the prompt arrival of pupils in the morning, reflects the eagerness with which they look forward to their time in school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

9. Pupils are very keen to come to school and are very positive in the way they respond to teaching and the activities provided for them outside the school day. Children in the reception class show the same eagerness and all pupils take pride in their school. They understand what is special about their school and enjoy telling visitors what makes it better than others. They are especially proud of the log cabin classroom for which they all helped to raise money.
10. The strong ethos of the school, supported by the clear bond that exists between parents, pupils and staff, creates an environment where pupils develop caring and sharing relationships with each other and with adults in the school. This is evident as they play successfully together in the over-crowded playground.
11. There is a clear system for ensuring good behaviour which is well supported by parents and pupils. As a result, pupils generally behave very well in classrooms and around the school. At lunch times, pupils take part in a good range of activities, but the cramped playground conditions can result in minor accidents. Pupils do not feel bullying is a major problem and most parents feel that if they report any concerns they are addressed promptly and effectively. There were no exclusions in the previous year.
12. The school council has enabled some pupils to take responsibility and show initiative, for example, it was responsible for the recent introduction of the playground buddies scheme, although the opportunities for pupils to show greater independence are limited.
13. Pupils' spiritual, moral, social and cultural development are very strong features of the school.
14. The school cultivates and nurtures pupils' personal development very well, including their spiritual, moral, social and cultural development. Pupils' spiritual development is promoted well through interesting assemblies. These are often taken by the headteacher who uses them for collective worship. The sense of purpose in these assemblies, with pupils encouraged to think about matters that affect them individually, is reflected in all that the school does.
15. As a result of the very good behaviour management techniques of the staff, pupils have a good understanding of right and wrong. They are socially mature and relate very well to one another and to adults. An exciting and well conceived international curriculum is being extended to all year groups. As a result, pupils are being well prepared to live in a culturally diverse society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The very good quality of teaching, the very good breadth and enrichment of the curriculum, and the very good level of care provided for the pupils, amount to a very good quality of education overall.

Teaching and learning

The quality of teaching is very good overall resulting in very good learning. The use of assessment in the core subjects is good.

Main strengths and weaknesses

- Teachers and support staff are hard working, work very well as a team and have good subject knowledge.
- Teachers plan effectively for the wide age range and ability range within the classes.
- The quality of dialogue is good and questions are well focussed.
- All staff have high expectations of pupils' behaviour and work.
- The use of the advanced skills teacher to model lessons in music and dance is very effective.
- Outside specialists make a significant contribution to pupils' learning.
- Teachers use ICT effectively to support pupils' learning.

- Pupils work well in partnership and independently.
- Pupils are conscientious and generally confident resulting in very good learning.
- Assessment of the core subjects is very effective, guides future planning, and raises pupils' awareness of what they must do to improve.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	11	1	0	0	0

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

16. This small school uses its limited number of teachers and support staff to good advantage, by developing a very good sense of team spirit and commitment. All staff, through hard work, knowledge, and high level of teaching skills, work together to ensure that pupils learn well in all aspects of the curriculum.
17. Teachers' planning is of a high quality and focuses well on the needs and aptitudes of each ability group within classes. Activities are well prepared and tasks adapted well for each ability group. In some lessons, particularly mathematics, teachers spent too long introducing the topic to the whole class, leaving insufficient time to teach individual groups in the way that best matches their particular needs and abilities.
18. Teachers and support staff have high expectations of both pupils' work and behaviour which results in well ordered lessons and a good work ethic. This was particularly noticeable in a Year 1 and 2 lesson where Year 2 pupils settled quickly to independent work and required very little teacher support. In general, pupils are confident, work conscientiously and collaborate well with partners.
19. The quality of dialogue between teachers and pupils is good, and questions are well focussed to encourage pupils to think about crucial aspects of what is being taught. They are encouraged to answer fully, and to benefit from what other pupils have to say.
20. One teacher has been designated as having advanced skills in music and physical education, and models lessons for other teachers. This is particularly effective practice and contributes successfully to the ethos of shared expertise and mutual support that exists in the school. Specialists are occasionally brought in to teach particular topics such as Indian art, and the school receives regular contributions from teachers from their local secondary school. This attitude towards specialist teaching ensures that pupils are highly motivated and learn effectively.
21. Teachers use the new ICT suite and classroom computers effectively to support pupils' learning throughout the curriculum. In one religious education lesson, pupils visited a very useful internet site to find out more about infant baptism, and in a music lesson, pupils used music software successfully to notate melodies that they had composed.
22. Good and manageable assessment procedures are firmly in place for the core subjects, and teachers track pupils progress well. The information they gain is used to guide future planning and to help inform the pupils as to what they must do to improve. Some good practice is evident in the assessment of pupils' attainment in the foundation subjects, but this is an area for improvement.

The curriculum

The curriculum is very good overall, but the school's accommodation has many limitations.

Main strengths and weaknesses

- The school provides a very well planned curriculum that offers a broad range of learning opportunities.
- The curriculum meets all pupils' interests, aptitudes and needs, for example through links with a local secondary school to extend more able pupils.
- The monitoring and evaluation of the curriculum is very good, ensuring a clear path for progression in learning.
- Whilst the school provides good resources overall, their utilisation is hampered by defects in some buildings that are deteriorating with age.

Commentary

23. Pupils in Years 1 to 6 have a varied curriculum that, overall, includes very good provision in the core subjects of English mathematics and science. A carefully planned, cross-curricular approach engages staff and pupils. The entire provision has been planned to ensure that there is progression in pupils' learning from year to year, taking into account the grouping of several ages within single classes. It is enriched with a wide range of popular additional opportunities, for example;
 - Twenty five per cent of pupils learn a musical instrument.
 - French and science clubs are regularly over-subscribed.
 - A very good international curriculum has been developed.
 - A range of visits is linked to taught topics.
 - Participation in national and local competitions is encouraged.
24. The curriculum takes account of the wide range of attainment in each class. Careful planning by teachers and close co-operation with teaching assistants, ensure that pupils with special educational needs have full access to the curriculum. This enables them to make very good progress. The school works hard to ensure that all the pupils are included through the good use of appropriate monitoring systems. Staff are able to check differences in pupils' achievement, in the context of different groupings, such as gender and ethnic groups. Use of this information is good, and is shortly to be enhanced through an electronic school-information system, the administration of which is to be undertaken by a specially trained teaching assistant. The identification of and provision for gifted and talented pupils is very good with opportunities for extension activities through links to the local secondary school.
25. Overall, the schools' accommodation and resources are judged to be satisfactory in terms of enabling the national curriculum to be taught satisfactorily. The school has worked very hard to maximise the benefits of its unusual location, which is on a compact site with a steep gradient. Whilst extensive woodland with spectacular views and diverse flora, forms part of the site, the very steep slope on which the wood is situated makes it of limited educational value. The school has been successful in raising money to fund the development of a new high quality timber classroom on an upper level, and has constructed an attractive nature area, including a pond nearby. However, further efforts to meet the demands of the school's very good curricular provision are handicapped by a lack of storage space for resources, and the state of disrepair of three of the pre-fabricated classrooms. In addition, the toilets, whilst in a covered area, are outside and likely to be cold in winter. In spite of such limited space and the variable quality of the buildings, the school makes excellent use of ICT in the fully equipped computer suite. Since this room is not the permanent home to a specific class or year group, all teachers can book to use it on an ad-hoc basis.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of pupils and provides them with very good support, advice and guidance. It actively seeks the views of pupils and acts on them in an effective manner.

Main strengths and weaknesses

- The school provides very good personal and academic support and guidance.
- Pupils are fully involved in setting their own targets and evaluating their progress towards achieving them and feel their views are genuinely valued.
- Pupils are very well cared for in a safe and healthy environment and the school actively promotes a healthy lifestyle for them.
- There are very good arrangements for pupils joining the reception class.

Commentary

26. Teachers and the learning support assistants get to know the pupils very well. Parents are particularly pleased with the personal support their children receive. Pupils are equally appreciative feeling confident there is always someone they can talk to if they have any concerns. Guidance resulting from assessment is very good in English, mathematics and science but not so effective in other subjects.
27. Whole-school targets, such as using information and communication technology to improve literacy skills, are shared with pupils as are the group targets within the classroom. Pupils are also involved in setting their individual targets in English and mathematics. In March, they perform their own self-evaluation, identifying what they are good at and where they need help to improve. The whole system enables them to feel they have a say in their own education. In discussions with pupils, they confirmed this, and also that, despite no formal surveys being carried out, their views are sought and valued. For example, the Year 6 booster groups timetable is not set until the start of the summer term when the pupils choose on what they wish to concentrate. Also, the school council is proving effective in enabling pupils to influence decisions affecting their life in school.
28. The school treats the health and safety of its pupils as a high priority. This is especially difficult because of the nature of the site and the problems with the accommodation. Regular audits of the school's premises and equipment are supported by the daily vigilance of the caretaker and other members of staff. Detailed risk assessments are carried out for activities in school as well as outside, such as walking pupils to the village hall. The senior teacher is the designated person responsible for child protection who, along with the headteacher, is appropriately trained. They ensure that other members of staff are aware of their roles and responsibilities in this area. The school's commitment to promoting a healthy lifestyle for its pupils has been recognised by the Healthy School Award. Among other initiatives, the use of water bottles is encouraged in the classroom, and the tuck shop sells items such as dried fruit and cereal bars. The contents of the school meals have also been improved with the result that more pupils are eating them.
29. Parents are overwhelmingly supportive of the way the school prepares their children for life at the school. Teachers visit the children at their nurseries and playgroups to get to know them. Parents visit the school in May to meet the teachers and to find out about the school. The children then visit the school on three occasions with their parents, whose involvement decreases with each visit thus helping their children to begin to be independent. In September, children join the school on a staggered basis enabling each of them to be given more personal attention. In the pre-inspection questionnaire, 99 per cent of parents stated that these arrangements were good.

Partnership with parents, other schools and the community

The school has developed excellent relationships with its pupils' parents and carers and the wider community. Its links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents' are very actively involved in the learning of their children at home and at school and feel well-informed about their children's progress.
- Links with the local community do much to improve pupils' learning and develop their social skills.
- There are very good relationships with the secondary school to which most pupils transfer.

Commentary

30. The school does much to encourage parents to become involved in their children's learning both at school and at home. Several actively participate in the life of the school and most are very supportive in other ways. The Parents and Friends Association is especially active and last year raised some £12,000, a remarkable amount for such a small school. There is good attendance at workshops to enable parents to help their children with their learning and ninety five per cent of those who answered the pre-inspection questionnaire felt that the school was helpful in explaining to them how they could help their children at home. A similar number felt that they were kept well informed about how their children were getting on. This reflects a very good system of meetings, held each term between pupils, parents and staff, where targets are agreed and progress reviewed. These are supported by the annual reports, which, for Years 4 to 6, indicate where a pupil is in relation to national expectations in English, mathematics and science and also the amount of effort they are applying to each subject.
31. The school sees itself very much as an integral part of the local community. The headteacher is on the committee of the Village Hall and Playing Field Trust and the school makes regular use of its facilities for sporting activities and end-of-term events. It also participates in the summer fête, where pupils dance round the maypole and perform country dances. Pupils attend services in the two nearby parish churches to celebrate the Harvest and Christmas festivals and the annual leavers' service. There is also regular contact with the parochial church council, several of whose members have been governors of the school. The 'walk to school' scheme resulted from close liaison with the local police. Although links with businesses are limited, a valuable association has been formed with a local recording studio, which has produced a recording of the younger pupils singing, copies of which were sold to raise funds for a new music keyboard. The fact that the log cabin and computer suite were almost totally financed from funds raised by the parents and the local community shows how highly they value the school and how much the school itself is indebted to their support.
32. A very good working relationship has been developed with the nearby secondary school to which most of the pupils transfer at the end of Year 6. In its role as a technology college it has provided teachers to assist the school in the teaching of mathematics, science, design and technology and ICT. The effectiveness of this partnership is evaluated on a termly basis with the headteacher. The secondary school also shares a technician who provides support for the computer equipment and has funded the purchase of an interactive whiteboard for the school and a range of materials for teaching technology. There is a continuing dialogue between the two schools to ensure the transfer of pupils between them is smoothly carried out. In addition, Year 6 pupils study transition units in mathematics and English to enable an easier transition. The respect for the professional approach of the headteacher is such that she is invited to sit on the appointment panels for senior members of staff.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and a strength of the school. The governors, headteacher, and management procedures are very effective.

Main strengths and weaknesses

- The headteacher has the confidence of all staff, leads effectively and supports the very good team work.
- The very good management of the school promotes effective school improvement.
- The governors are very enthusiastic, have a very good understanding of the schools' priorities and effectively challenge and support decisions.
- The schools' whole process of self-review is very effective.

Commentary

33. The headteacher provides very effective leadership and has successfully created an ethos of dedication to high standards. All staff work well as a team, have a common sense of purpose, and are well supported by the headteacher. Through hard work, and a clear understanding of how to achieve her personal goals she has led a programme of improvement, which has effectively raised standards and addressed all areas identified in the last report as requiring improvement. These improvements have been achieved convincingly, and some of the weaknesses have been turned into strengths, such as, the provision for ICT and the cultural understanding of the pupils.
34. The process of self-review is very successful and appropriately links the stages of evaluating all aspects of school life through to an effective School Improvement Plan which is well prioritised, sets ambitious but manageable goals, and gives appropriate details of cost and resources required. All aspects of school development are given a focus or maintenance status, which ensures that no aspect is neglected long-term, and the results of national tests, and other data are thoroughly analysed to guide the evaluation process.
35. New staff are well supported and are given appropriate documentation. The newly qualified teacher, is monitored appropriately and given sufficient time and opportunity to watch her more experienced colleagues teach. This has helped to ensure that she has made a very effective start and has been absorbed successfully into the life and ethos of the school.
36. The process of performance management is well established and all staff are involved in appropriate, continuing professional development. All teachers have several subjects to co-ordinate, which is achieved successfully given the time restrictions and difficulties of working in a small school. Subjects are review well in terms of the quality of teaching, and the standards achieved. Subject co-ordinators have had opportunities to watch colleagues teach their subjects and to offer appropriate professional development, but this is an area that requires a more imaginative approach to achieve a more effective use of the limited time available.
37. All staff are committed to the full inclusion of all pupils and plan effectively to meet the needs of all individuals, within the limitations of the school site. A new policy for gifted and talented pupils is already having an impact on the opportunities and challenges that these pupils receive. Whenever possible and appropriate, these opportunities are extended to all pupils. Provision for pupils with special educational needs and those with English as an addition language is very well managed, and both pupils and parents are involved in regular reviews.
38. The governors are very enthusiastic in their approach to full involvement in the life of the school and its continuing improvement. They have a very good understanding of the school's strengths and weaknesses, achieved through regular meetings visits and good briefings from the headteacher. They have a policy of complementing the hard work of the staff through challenge and support and fulfil all their statutory duties. They favour working parties to

committees, which enables them to adopt a flexible approach to governance and to better match their availability to the needs of the school. The school fulfils all its statutory duties.

39. The school's finances are well regulated and the governors adopt a policy of best value for all major purchases. They scrutinise the budget and help the headteacher to prioritise through the school improvement plan.
40. A number of factors ensure that the school is likely to continue its very good improvement, including:-
- the very good leadership, governance and management, the conscientious and competent teachers, and the high quality of education provided. However, the present accommodation and restricted site, limit the potential improvement of the provision for the foundation stage and physical education.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	333,226
Total expenditure	356,888
Expenditure per pupil	3,305

Balances (£)	
Balance from previous year	64,787
Balance carried forward to the next	41,125

41. The school has been very successful in raising considerable sums of money, with local support, to provide additional resources including a log-cabin classroom of very high quality.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Reception class is good overall. Children come to school with varying degrees of ability, but as a group they are about average. By the time they reach the end of the Reception year, they achieve very well, especially in communication, language and literacy and mathematical development, so that many exceed the goals expected for their age. This is because they receive good teaching through well organised and interesting activities, which are often very effectively integrated. Progress is thoroughly tracked and children are well prepared for the next stage of learning in Year 1. There are very good arrangements for children starting school and there are positive links with parents pre-school groups.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have clear daily routines.
- Teachers quickly form positive relationships.
- There are limited opportunities for children to select activities independently.

Commentary

42. Many children come to school with well developed personal and social skills. During their first year in school, they respond well to daily routines and settle quickly so that, by the time they enter Year 1, they have reached levels appropriate for their age and have a good understanding of what is expected of them. They mix well with other children and adults, share resources and accept responsibility as class helpers. Behaviour is very good. Children respond politely to adults and listen well. They move around the school sensibly and act with maturity when attending school assemblies or when taking part in physical education lessons in the hall. Effective and sensitive teaching means that children are productively involved in group and individual tasks, often supported by a teaching assistant. A caring environment is created where children feel secure and valued. Planning ensures a suitable balance between teacher-led activities and those in which children engage unaided. However, opportunities for children to gain greater independence and use their own initiative in selecting tasks are limited.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are very well prepared for the next stage of learning.
- Linked activities based on stories allow children's understanding to grow.
- The use of resources is very effective.

Commentary

43. From below average starting points, most children achieve very well to reach expected levels and beyond, by the time they leave the reception class. This is because good teaching promotes the enjoyment of books and stories and encourages children to talk about what they are doing. They like being actively involved and take it in turns to speak, often in extended

sentences, and listen to others. Activities are very well linked to reinforce learning. During the inspection, children listened attentively to the story of 'Handa's Surprise'. The teacher helped children to explain the word 'surprise' and relate their own experiences of surprises. She pointed out simple punctuation and extended vocabulary by discussing the exotic fruits in the story. As the lesson progressed children handled, tasted and talked about a variety of fruits. Another group worked with play dough to model animals, whilst others invented their own 'jungle' which encouraged them to interact and share ideas. Children were asked to describe what they were doing and their answers noted. The classroom is suitably organised with an inviting reading corner and writing area so that children can practise developing skills. Success is celebrated. One child used interesting words to describe fruit. Her achievement was shared with the rest of the school as she received the Writer's Bag in assembly.

44. There is insufficient evidence to form a judgement on the quality of provision or teaching in **mathematical development**. However, scrutiny of children's work, and teacher's planning and tracking of progress, indicates that children come to school with a wide range of abilities. They achieve very well so that, by the time they enter Year 1, nearly all reach the expected goals and some exceed them. Clear planning ensures children engage in activities suited to their age and receive a level of support matched to their abilities. Through stimulating practical tasks, children count, sort and match objects. They add and subtract to ten and use their counting skills to decide how many children are present or who is having school lunch. They find one more or less than a given number. With aid, they work in the 'Kewstoke Café' to order from a menu and use real coins to pay the bill. Children explore and name colours in the rainbow and produce colourful images of Elmer and healthy food on plates. They use mathematical language such as, big, small, light and heavy and experiment to find items that float and sink.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- There are very effective links to other areas of learning.
- There are opportunities to explore, observe and discuss exist.
- Good preparation for future learning is a strength.

Commentary

45. As a result of good teaching and very effective links across areas of learning, children achieve well. They reach the levels expected for their age and are well prepared for future learning. Early scientific understanding is nurtured by a range of interesting and engaging activities that allow children to explore and discuss. During the week of the inspection, children used magnifying glasses to study cut up fruit and discussed what makes ice melt. They blew bubbles in paint to observe the effect of blowing and explored a den in the dark with torches. Playing with water and coloured papers, children were delighted to find that red and blue mixed to produce green and were eager to share their findings with the class teacher. Children listen to stories from the Bible. They begin to understand the wider world and to identify countries different to our own. They know 'the blue bits' on a globe are the sea and that "We can't see the world because we are on it." By using computers in the classroom, children develop technological skills and perform simple tasks effectively. Books and visits to the local town effectively advance their awareness of technology in everyday use.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Lesson are very well structured and teaching is effective.
- There is limited access to outdoor play equipment.
- The role of teaching assistants is underdeveloped in physical education.

Commentary

46. Dance and physical education lessons take place in the hall where children achieve very well and many reach standards beyond those expected for their age. During the inspection, one very good lesson linked children's learning to a story they had heard that morning. Very appropriate use of music and enthusiastic teaching encouraged children to re-enact the story. They moved with expression to interpret a hot climate and became very involved when mimicking monkeys and elephants. They recognised changes in tempo and moved accordingly. Children followed instructions well, worked with partners and demonstrated to others, using space effectively. However, provision is judged as satisfactory due to limitations presented by the accommodation, which restricts spontaneous and frequent use. Access to outdoor play equipment is timetabled and relies upon the availability of staff and fine weather. Children build with large blocks and play with water. They pedal and steer wheeled toys around a track marked on the playground. This is an improvement since the last inspection, when there were no wheeled toys available. However, children do not have regular access to any climbing equipment on site. At other times, children use jigsaws, puppets, construction kits, plasticene, brushes and scissors to develop skills. In many of these activities, learning is supported by teaching assistants although sometimes their role is supervisory and they do not always set sufficient challenge to further children's experiences.
47. There is insufficient evidence to form a judgement on teaching or the quality of provision for children's **creative development**. However, work on display indicates that a range of opportunities prepares them for the next stage of education. Children explore colour when they paint and draw. They produce class paintings of Elmer and the Noah's Ark story. They mix colours and make bubble paintings. Children have access to musical instruments and hear music from other cultures. They explore water sounds and express 'watery' words. When engaged in a group activity to create their own 'jungle', they engage well with each other and quickly develop a storyline. On other occasions, children use their Kewstoke Café for imaginary play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The teaching is very good
- The school has clearly identified areas needing improvement.
- There are very effective systems for tracking how well pupils are doing.
- The consistent approaches to spelling and handwriting are effective.
- Opportunities for older pupils to write extensively are underdeveloped.

Commentary

48. The number of pupils taking national tests is small compared with many primary schools. Therefore, there may be considerable variation in results from year to year. For example, standards in Year 2 writing in 2003 were below those expected nationally. However, inspection findings indicate that current standards are well above the national average which is reflected in the school's predicted outcomes for the 2004 tests. Inspection findings in Year 6, indicated a continued upward trend in achievement, concurring with test results in 2003 and predicted outcomes for 2004. Standards are slightly above those expected nationally, with a good proportion of pupils achieving the higher level in English. This is an improvement since the previous inspection, when no pupils achieved the higher levels at either Year 2 or Year 6.
49. From a lower than average starting point when beginning school, pupils achieve well in speaking and listening because teachers focus clearly on extending vocabulary and encouraging pupils to contribute in class. In the infant class, pupils in Years 1 and 2, listen attentively during class discussion and assemblies. They follow instructions and respond politely, often in extended sentences. They are encouraged to offer alternatives and search for 'interesting' words to use in their writing. Older pupils are keen to talk about their work and discuss their choice of reading material with enthusiasm. During the inspection, Year 3 and 4 pupils were considering the advantages and disadvantages of placing elderly relatives in a senior citizens' residential home. Pupils approached the subject with maturity and expressed their opinions with clarity, whilst identifying their own feelings and those of others. They responded well to the teacher's questioning and spoke with confidence in front of others in the class. The school has rightly identified the need to develop pupils' speaking and questioning skills as fully as their listening abilities.
50. Building on the good start they receive in the reception class, pupils achieve very well in reading. This is because they are taught thoroughly and systematically and regularly practise the right skills. As a result, pupils approach reading with enjoyment and standards are well above average. Since the last inspection, the school has invested in good quality reading materials in a bid to improve provision. In Year 2, many pupils read independently and accurately. They use a range of strategies to find meaning and apply phonic skills. Pupils identify and describe main characters in stories and can explain a sequence of events. Less able pupils make good progress because of the extra support they receive in consolidating their skills. In Year 6, pupils express preferences and make selections according to favourite authors, recommendation or their level of interest, especially in non-fiction material. Some choose books because of the level of challenge they present, and many read for pleasure. The school's very positive attitude towards reading is well supported by parents.
51. The school has rightly identified the need to improve standards in writing, and has adopted a variety of interesting initiatives. There is a good focus on extended writing in the infant class, where pupils develop sequence in their stories and apply a range of punctuation. For older pupils, although there are some very good examples of highly imaginative writing, opportunities to write freely and at length on a range of subjects are underdeveloped. Pupils use their knowledge of punctuation and spelling very well to produce book reviews, newspaper reports, poems, letters and character studies. Because of the school's consistent approach to teaching handwriting, in most cases work is presented neatly and legibly.
52. The overall quality of teaching and learning is very good. In the best lessons seen:
- Teachers transmit an enthusiasm for English through imaginative and stimulating activities which encourage attentive listening and verbal and written response.
 - Tasks are differentiated according to age and ability with a good level of support offered to individuals and groups by teaching assistants.
 - Resources, including fiction and non-fiction books and ICT, are used very well to enhance learning.
 - Pupils are encouraged to extend vocabulary and apply spelling and story planning strategies for effective writing.

53. The school has very good systems for tracking how well pupils are doing and uses the information effectively. Pupils are involved in evaluating their work. During the inspection one class enjoyed offering “two stars and a wish” when providing feedback on each other’s work. By using this system, pupils identify two praiseworthy elements in others’ writing whilst suggesting ideas for one element that may need improving. During assembly, pupils receive the ‘Writer’s Bag’ to take home in reward for efforts in literacy lessons.
54. The subject is well led and managed and priorities for improvement clearly identified and implemented. This has an impact on the quality of provision and standards achieved.

Language and literacy across the curriculum

55. A variety of writing styles are applied across the curriculum. For example, in history and geography, factual accounts are written about the Tudors or Greeks, whilst news reports are produced on topics such as the Crimean War or monsoon conditions in India. In religious education, pupils re-tell major biblical stories such as The Last Supper, where there is evidence of some good extended writing, especially in the infant class. Since the last inspection, the school has improved links between literacy and pupils’ computer skills so that pupils use a range of software to present their work.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- teachers have very good subject knowledge.
- the mental starter sessions are very effective.

Commentary

56. Pupils’ achievement in mathematics throughout the school is very good, and standards in Years 2 and 6 as seen during the inspection are well above average. They are higher than the standards achieved in the 2003 national tests by last year’s pupils of the same age who achieved standards above the national median.
57. All groups achieve equally well, but there is significant variation of standards between cohorts - an effect often seen with small year groups.
58. The quality of teaching in mathematics is generally very good. Teachers have implemented the National Numeracy Strategy well. Mental starter sessions are lively and challenging, and in one lesson, created a exciting and competitive atmosphere which lasted throughout. Pupils demonstrated good basic numeracy skills and a secure knowledge of number bonds. During the class introduction to the main topic of the lessons, teachers take care to ensure that pupils understand their main learning objectives, use correct mathematical language and involve the pupils well in discussion. This approach held the pupils’ attention and gave a strong focus to their learning. However, these whole class sessions were often too long, which considerably reduced the time available for independent work and the all important group teaching, that allows teachers to adopt a style appropriate to that ability group. During group work, pupils concentrate well and work quickly at tasks that appropriately matched their needs and aptitudes. During the inspection, teachers gave very little attention to practical activities to aid the formation of secure concepts, particularly important for less able groups, but good attention was paid to encouraging pupils to describe their chosen method to complete a particular calculation. This good practice helps pupils to understand what might otherwise be an abstract process with little apparent meaning.

59. During the final plenary sessions, teachers not only use the time to consolidate pupils' understanding, but also to introduce new or more challenging ideas to extend them.
60. Examination of pupils' books revealed good curricular coverage, and adequate attention to problem solving and investigations, although these aspects should be developed as they are crucial to the development of mathematical thinking.
61. The subject is well led and managed, and continuing professional development is given appropriate focus. There has been good improvement since the last inspection. The school has reviewed its policy and planning appropriately and bought additional resources to support the pupils' learning.

Mathematics across the curriculum

62. Examples of mathematics being used to support other subjects such as science and geography were seen in pupils' books, and this in turn gives relevance to, and practise of their mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The pupils achieve very well.
- The overall quality of teaching is very good with teachers having a very good command of the subject.
- Pupils show a high level of subject confidence and collaborate very well.
- The balance between different types of enquiry, such as experimentation, investigative work and recording is very good.
- Better storage facilities would enable the range of resources to be extended.

Commentary

63. High achievement in national tests, evidence from scrutiny of pupils' work and the high standards observed in lessons, indicate that performance overall is well above national expectations in every year group. In the practical and investigative aspects of the subject, standards are very good throughout the school.
64. High standards are not only the result of good teaching but are a consequence of the pupils' good behaviour that enables collaborative work in practical investigations. This helps to improve pupils' learning and gives good support to their understanding. For example, in a very good Year 2 lesson, pupils carried out investigations systematically, building well on the understanding gained in whole class discussion about pushing and pulling forces. Consequently, there was very good achievement leading to a good level of understanding of forces.
65. Pupils with special educational needs make good progress. They are supported well in their learning in an effective but discrete fashion during practical sessions. The more able pupils are given good opportunities to undertake extension work by visiting staff from the local secondary school.
66. Very good overall planning ensures effective coverage of all elements of the science curriculum. Pupils' learning of scientific principles is enhanced by teachers placing experimental investigation at the heart of planning, and by the clarity with which the learning

outcomes are identified. In lessons, these outcomes form an important focus to the teaching. As a result, pupils know the nature of their tasks, which maintains effective learning and helps pupils' self-evaluation of their own progress.

67. The use of matrices in Years 5 and 6 to record experiments, helps pupils to understand what the important elements are. Most pupils understand the importance of accurate observations. Their observational skills are put to good use in the school's 'outdoor classroom', which features a pond. This and other local features, such as the nearby beach provide very good opportunities for developing investigative work, and are particularly effective in enhancing learning about life processes and living things. The school makes full use of these excellent resources, and the effectiveness of the pupils' practical work is assisted by the close co-operation between the teachers and teaching assistants. Resources are deployed effectively but more spacious and secure accommodation is necessary to extend the school's current provision.
68. The subject is very well led by a very knowledgeable and enthusiastic co-ordinator. She supports her colleagues very effectively, contributing much to their command of the subject. Such good knowledge and understanding promotes learning of a high quality throughout the school. The co-ordinator monitors the planning and some of the teaching and scrutinises pupils' work. As a result, she has a clear understanding of the subject's strengths and areas for development, including better integration with other subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good** and has improved substantially since the last inspection.

Main strengths and weaknesses

- The improvement since the last inspection is a strength.
- Teachers' confidence and subject knowledge is very good.
- Leadership in the subject is very good.

Commentary

69. Pupils are achieving well in ICT. Standards have improved since the previous inspection given that the pupils have access to much better equipment and more informed teaching. The overall standards in all aspects of work are good including the use of ICT across the curriculum. There are significant improvements in the overall provision.
70. Teachers have benefited from a sensible value-for-money purchasing process that has provided interactive whiteboards for most classes, laptops for the staff and a state-of-the-art ICT suite. This has led to a good computer to pupil ratio of 1:5, which is well above the national average. In addition, training in ICT has improved staff skills and confidence, and the overall quality of teaching and learning. The resources are still comparatively new, and it will be a sometime before the full benefits are seen across the school. The teaching observed and the good range of pupils' work seen, indicate that teaching and learning are good as a result of teachers' improved confidence in the subject.
71. The co-ordinator has a well-defined vision for the subject and is fully aware of what needs to be done to maximise the impact of the resources. This includes a phased implementation of a detailed scheme of work. The co-ordinator has developed good assessment procedures that give clear indications of pupils' experiences in ICT and their progress. A useful portfolio of pupils' work is being assembled through regularly assessed exercise books. This will provide a good resource bank of ideas for all teachers to consult.

Information and communication technology across the curriculum

72. ICT across the curriculum is a major focus of development. Pupils in Years 5 and 6 use computers for a variety of tasks. For example they use the Internet for researching the great white shark and used spreadsheets to model their spending on holiday. Pupils confidently used ICT to compose music, developing very good appreciation of the compositional editing facilities afforded by the music software. The development of such expertise is reinforced by an ICT club specifically run to enable staff to explore ICT in a subject context. A regular newsletter carries suggested web sites for parents to visit in order to help their children undertake homework and revision. Adequate opportunities exist for pupils without such facilities at home to utilise the school-based systems.

HUMANITIES

73. As only a small sample of lessons were seen in geography, history and religious education, it is not possible to make secure judgements as to the standards pupils reach or the quality of provision made.
74. **Geography** is delivered through topic work and specific geographical projects. From sampling such work, it is clear that pupils of different abilities achieve at nationally expected levels, and that standards of work across the school are satisfactory. From discussion with the pupils, it is evident that they enjoy this subject, for example pupils are keenly following the route of a class mate travelling by boat around the world. ICT is used well, providing a means of extending existing tasks and as a way of finding information. Pupils are particularly able in their use of a fast Internet connection, allowing them to obtain up-to-date geographical information.
75. In Years 1 to 3, pupils show a good grasp of different places through the use of discussion and writing activities; for example, they address key environmental issues from the perspective of those that suffer from pollution. Good use of the local environment is made to reinforce the key issues including an imaginative study of an ideal island home. Pupils in years 4 to 6 spoke enthusiastically about the European and International days held during the year through the Comenius project. In so doing, they demonstrated a good understanding of geographical vocabulary. This project is a strength of the school, and forms the core element of an emphasis on understanding other cultures that encompasses an innovative international curriculum. This has led to meetings of subject co-ordinators with partners in Poland, and curriculum links to a school in Wolverhampton. This topic work is backed by attractive up-to-date display work, created by teachers, based on the places that they have visited on holiday.
76. The subject leader has written a detailed scheme of work. Effective liaison with all teachers ensures that topic work is not duplicated and that key themes are reinforced in other subjects; for example, the theme, 'living in a diverse world' has been used as part of citizenship. From documentation, it is clear that core strengths and weaknesses have been identified and there is a clear vision for future development. This includes the monitoring of standards and assessment and ensuring consistency of provision across the school. Appropriate marking in work books sets clear targets, with consistent expectations recorded for the quality of written work expected.
77. Discussion with pupils and scrutiny of written work and displays indicate that the **history** curriculum provides a range of factual information, based upon a two year cycle of topics. In the Years 1 and 2 class, pupils sort old toys and compare them with modern counterparts. They learn about Florence Nightingale and name famous people, Grace Darling, Henry VIII and Princess Diana. Older pupils develop a greater understanding of wider historical events. They study the Romans, Greeks and Egyptians and form impressions of their lifestyles and elements important to them. They further their knowledge of British history by learning about the Tudors and Victorians. They employ a range of strategies for identifying items from the past and use reference books and ICT as valuable sources of information.

78. Pupils' learning is enhanced by links with other subjects. Pupils copy and paste information from websites to produce features on ancient Greece or to build up their knowledge of Boudicca. They illustrate Grecian vases in art and design. They write factual reports on farming, clothes and lifestyle in Ancient Egypt and draw comparisons between rich and poor houses in Tudor England. Pupils of all ages benefit from educational visits to museums, churches and stately homes.
79. The school has rightly identified the need to track individual progress as an area for development.
80. Only one lesson was seen in **religious education**. Therefore, it is not possible to form a judgement on the quality of provision, standards or the quality of teaching and learning. Since the last inspection, planning for religious education ensures that appropriate attention is given to the locally agreed syllabus.
81. Scrutiny of pupils' work shows that pupils have a good opportunity to learn about their own and others' faiths. Years 1 and 2 pupils learn about major Christian festivals as well as those of importance to others, such as Diwali. They compare customs from different faiths when studying Christian and Hindu weddings. During the inspection, Year 1 and 2 pupils were finding out about baptism, using technology effectively to gather information. Older pupils continue the study of Christianity and extend their understanding through study of the Hindu and Jewish faiths. The insight pupils gain into different cultures and religions contributes well to their cultural development.
82. The subject is led enthusiastically by the co-ordinator who is keen to innovate. Very good improvements have been made since the last inspection when religious education was identified as an area for development. Planning is now based upon the county agreed syllabus. Learning is suitably supported by resources, visits and visitors and good links with the local church. Very positive moves are underway to establish an effective means of tracking pupil progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. As only a small sample of lessons were seen in art and design, design and technology, music and physical education, it is not possible to make secure judgements as to the standards pupils reach or the quality of provision made.
84. A good range of **art** is displayed around the school and illustrates the school's policy of integrating subjects whenever this is beneficial to pupils' learning; for example, there were displays that included pupils' own interpretations of Greek vases and masks, Aboriginal art and Bandani Sari patterns from India. Wall displays included chalk and pencil drawings, printing, silhouette paintings and particularly effective computer generated pictures. A very successful art club is held weekly after school, which offers new opportunities, for all pupils who wish to join.
85. **Music** is a well resourced subject with the advantage of an advanced skills teacher, who gives good support to the other staff; for example she models lessons to demonstrate good practice. In one such lesson Year 5 and 6 pupils composed simple jingles using tuned percussion instruments. They then transferred the music to traditional stave notation using a computer program. Pupils showed their understanding of simple devices such as scale patterns and produced some original and memorable melodies. Pupils' singing in assemblies is enthusiastic and well in-tune. A large number of pupils have lessons with visiting instrumental teachers, and have a good range of performing opportunities including a band consisting of recorders and some orchestral instruments. Most members of the band read music well and thoroughly enjoy performing to the school and to others in the community. Last year pupils recorded a CD which was successfully sold to raise money for a new keyboard.
86. Lack of evidence prevents evaluation of **design and technology**.

87. Despite the severe restrictions of the site, the school provides a well-balanced **physical education** curriculum. This includes a three quarters of a mile walk to the playing field for games. Pupils have good sporting opportunities and take part in a number of inter-school sports. Pupils in Years 5 and 6 have swimming lessons and learn to swim at least 25 metres. A particular feature of physical education is the school's dance programme which has been prepared by the advanced skills teacher and subsequently published. During one lesson, Year 1 and 2 pupils began working in pairs with mirrored movements on different levels, and progressively worked towards a sequence of linked movements to carefully chosen music. The progress through the lesson was very good and the final dances were of good quality.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. The provision for **personal, social, health and citizenship education** is very good and firmly embedded in the whole curriculum. The provision includes a thorough health education programme which includes healthy eating, sex education and substance abuse. The school has received the national Healthy School Award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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