

INSPECTION REPORT

**ALL SAINTS, EAST CLEVEDON CE VC PRIMARY
SCHOOL**

Clevedon

LEA area: North Somerset

Unique reference number: 109224

Headteacher: Mr J Clark

Lead inspector: Mr D J Curtis

Dates of inspection: 20th – 22nd September 2004

Inspection number: 266299

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 114

School address: All Saints Lane
Clevedon
North Somerset

Postcode: BS21 6AU

Telephone number: 01275 874169

Fax number: 01275 794483

Appropriate authority: The governing body

Name of chair of governors: Mr P Doughty

Date of previous inspection: February 1999

CHARACTERISTICS OF THE SCHOOL

All Saints, East Clevedon Church of England Voluntary Controlled Primary School is situated in the town of Clevedon in Somerset. It is a relatively small school with 114 pupils on roll who are in four classes. There are no pupils from minority ethnic families and all pupils have English as their first language. The proportion of pupils with special educational needs (10 per cent) is below the national average and no pupils have a statement of special educational need. Three pupils are entitled to free school meals which as a proportion is well below the national average. The headteacher and the teacher in reception and Year 1 class were both appointed from September 2004. The teacher for the Years 1 and 2 class was appointed on a permanent basis from January 2004. The school is popular and is oversubscribed.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	English, Science, Information and communication technology, Geography, History, Physical education, Special educational needs, Personal, social and health education.
9487	Mrs F Hurd	Lay inspector	
24342	Mrs D Franklin	Team inspector	Mathematics, Art and design, Design and technology, Music, Religious education, Areas of learning for children in the foundation stage

The inspection contractor was:

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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, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
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	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an adequate quality of education and gives satisfactory value for money. Recent instability in staffing for pupils in reception, Year 1 and Year 2 has been a barrier to pupils' achievement, but this is now resolved with the appointment of permanent teachers.

The school's main strengths and weaknesses are:

- In Year 6, standards are well above average in English, mathematics and science.
- Across the school, standards in religious education and information and communication technology (ICT) are below expectations. In Year 2 standards in reading for more able pupils, and science for all pupils, are not high enough.
- Pupils' attitudes, behaviour and relationships are good.
- Teaching is good in Years 3 to 6.
- The curriculum is not broad and balanced and does not promote pupils' spiritual and cultural development.
- The use of assessment of pupils' learning is unsatisfactory.
- The newly appointed headteacher has a very clear vision for the future development of the school and has identified key areas for improvement.
- The leadership and management of subject leaders are unsatisfactory because staff do not monitor teaching and learning in their subjects.

The school has made satisfactory progress since the previous inspection. Standards in English, mathematics and science have improved significantly as the result of much better planning and teaching. Whilst the school has improved the assessment of pupils' work in English, mathematics and science, it has not made sufficient progress in assessing pupils' work in other subjects.

STANDARDS ACHIEVED

Achievement in the school is good overall, especially in English, mathematics and science. Achievement in the reception class is satisfactory and children meet the Early Learning Goals by the time they start Year 1. In Years 1 and 2 achievement is satisfactory. Standards in writing and mathematics are above average, with those in reading average. In reading, more able pupils are underachieving because they are not reading books which challenge and motivate them. In science standards are below average. In religious education and ICT standards are not high enough across the school and are below expectations. Achievement in English, mathematics and science is very good in Years 3 to 6. In Year 6 standards in English, mathematics and science are well above average. The achievement of pupils with special educational needs is good.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	D	A	A	A
Mathematics	C	D	C	C
Science	D	D	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*

The school's results in 2004 tests showed significant improvement in mathematics in Year 6 and in reading and writing in Year 2. Pupils' attitudes, values and other personal qualities are satisfactory. Pupils' attitudes to school and behaviour are good. However, provision for spiritual, moral, social and cultural development is unsatisfactory overall. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is adequate overall. This reflects a variety of strengths and weaknesses. Teaching and learning throughout the school are satisfactory overall. Good teaching, especially in Years 3 to 6, is having a positive impact on the standards achieved. Classroom assistants make a significant contribution to pupils' learning. Relationships between pupils and teachers are good. Teachers ask challenging questions which motivate pupils to learn. However, teachers are not using assessment well enough to identify weaknesses in pupils' learning and to set targets which are focused on individual improvement.

The curriculum is unsatisfactory. Pupils have insufficient opportunities to use and apply their ICT skills in other subjects, including literacy and numeracy. Subjects other than English, mathematics and science are not taught to sufficient depth, including religious education. Opportunities to enrich pupils' learning outside the classroom are satisfactory. Accommodation and resources are unsatisfactory and limit learning in ICT, art and design, design and technology and physical education. The school makes satisfactory provision for pupils' care and welfare. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. Governance is satisfactory. There are strengths in the governors' support for the school and financial management, but governors are not sufficiently focused on ensuring pupils receive a broad and balanced curriculum. The leadership of the newly appointed headteacher is good. He has quickly identified key areas for development including improving resources for ICT and the need to raise standards in religious education. However, the leadership and management of subject leaders are unsatisfactory because staff have insufficient time to carry out their roles to good effect, especially in monitoring teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mainly very supportive of the school. Parental concerns about the teaching of reading in Years 1 and 2 and the level of challenge for more able pupils are supported by inspectors. Pupils like school and value their teachers and the support they receive from them.

IMPROVEMENTS NEEDED

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

- Raise standards and achievement in religious education and ICT across the school, and in reading and science in Year 2.
- Provide a broad and balanced curriculum which promotes pupils' spiritual, moral, social and cultural development.

- Ensure that assessment informs teachers, parents and pupils as to what pupils know, understand and can do, and what they need to do in order to improve.
- Provide subject leaders with time to monitor the quality of teaching and learning in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved in the school are good overall, with pupils achieving particularly well in Years 3 to 6.

Main strengths and weaknesses

- In Year 6, standards are well above average in English, mathematics and science.
- Across the school standards in religious education are below the expectations of the locally agreed syllabus, with those in ICT below national expectations.
- In Year 2 standards in science are below average and pupils do not achieve high enough standards in reading.

Commentary

1. The number of children who start school each year is small and standards on entry vary. However, trends show that most children start school with standards expected for four-year-olds. Children's achievement in reception is satisfactory and by the time they leave reception, children meet the expectations of the Early Learning Goals in all areas of learning.

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

Standards in:	School results	National results
Reading	15.4 (16.6)	15.7 (15.8)
Writing	14.6 (15.1)	14.6 (14.4)
Mathematics	17.1 (18.0)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

2. Results of 2003 national tests for pupils in Year 2 were below average in reading, average in writing and above average in mathematics. In comparison with similar schools, results were well below average in reading and writing, but average in mathematics. These results confirmed the year-on-year trend of underachievement in comparison to similar schools, with the trend of girls outperforming boys continuing. Standards in reading have been consistently lower than in writing which goes against the national trend. The school's results in 2004 showed a significant improvement in reading (16.9) and in writing (16.8), with standards in mathematics maintained. Improvement is the result of good teaching and staffing stability.

3. Current inspection findings are that standards in reading are average, with those in writing and mathematics above average. Inspectors confirm parental concerns that standards in reading are not high enough because more able pupils are not challenged sufficiently. There is an over-reliance on pupils reading from the school's scheme rather than more adventurous and exciting stories. Standards in science are below average because pupils do not study the physical processes aspect sufficiently well. In religious education, standards are below the expectations of the locally agreed syllabus because pupils do not study the subject in sufficient depth. In ICT, standards are below national expectations because pupils do not have enough opportunities to use computers due to their unreliability and frequent breakdowns.

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

Standards in:	School results	National results
English	28.7 (28.5)	28.6 (27.0)
Mathematics	27.3 (26.2)	26.8 (26.7)
Science	30.0 (28.1)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

4. Results of 2003 national tests for pupils in Year 6 were well above average in English and science, but average in mathematics. Based on pupils' prior attainment in Year 2, standards were average in mathematics, but well above average in English and science. These results, especially in mathematics and science, confirmed the trend of year-on-year improvement. The school's results in 2004 showed further improvement in English (29.3) and mathematics (29.6) with standards in science maintained.

5. Current inspection findings are that standards are well above average in English, mathematics and science and that pupils' achievement is very good. In religious education, standards are below the expectations of the locally agreed syllabus because pupils do not study the subject in sufficient depth. In ICT, standards are below national expectations because pupils do not have enough opportunities to use computers due to their unreliability and frequent breakdowns.

6. Pupils with special educational needs make good progress as measured against the targets in their individual education plans and their achievement is good. Pupils receive particularly effective support from dedicated and skilled learning support assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Punctuality is good. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is unsatisfactory overall.

Main strengths and weaknesses

- Pupils enjoy being at school and relationships between adults and children, and amongst the pupils themselves, are good.
- Pupils have a strong sense of what is right and wrong.
- Provision for pupils' social and moral development is good, but provision for pupils' spiritual and cultural development is unsatisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.4	National data	0.4

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

7. Attendance is satisfactory, being in line with national averages, but has declined from the last inspection, when it was very good. Monitoring has improved, however, and is now good. Unexplained absences are followed up on the first day, and electronic data monitoring is used. The school could do more to promote the importance of regular attendance and the need to avoid holidays in term time to parents.

8. Pupils expect to enjoy their time at school. They are very willing to take on responsibilities when they are offered them, and the school councillors, although new to their role, are very anxious to make an impact. Older pupils are caring and thoughtful towards younger ones. Pupils behave sensibly at lunchtimes and follow the routines arranged to deal with the difficult split site playtime very well. When assemblies took place in cramped locations, or failed to keep pupils' attention, some children became fidgety and lost concentration. The same behaviour occurred in lessons which offered insufficient challenge. Pupils were never seen defying staff or being spiteful towards each other. Older pupils were articulate about what they liked and wanted changed about their school. Several commented that they particularly like the small size of the school. Children speak up confidently in class.

9. The school sets clear standards for behaviour and courtesy, conveyed through assemblies and class teacher instruction. All pupils participate in productions, and older pupils go on a residential visit. The school supports national and local charities. There is a strong sense of community, and staff provide good role models through mutual support and co-operation. Older pupils help around the school, and as librarians.

10. The provision for pupils' spiritual development is unsatisfactory. Teaching in religious education does not explore the ways in which different values and beliefs impact on people's lives. 'Circle Time'¹ sessions consider issues familiar to pupils from their daily lives, such as bullying, but older pupils do not explore wider issues affecting Britain or the world. Assemblies provide appropriate moral and social teaching, but little opportunity for reflection. Teachers miss opportunities to introduce spiritual elements in lessons, for instance by astonishment at the wonders of nature or human achievement.

11. The school provides a satisfactory level of cultural provision for pupils' own culture. Pupils see plays and other entertainments two or three times annually, and the previous headteacher encouraged musical achievement. However, pupils are not offered the full range of the National Curriculum. In art and design, they have few opportunities to employ media other than pencil and crayon, and little chance to study the work of famous artists and artistic movements. They have very little exposure to the richness of other cultures across the curriculum, although isolated events, such as the 'Africa Week', have been organised. Pupils are taught about other faiths in religious education, but have no visits or visitors to bring these to life. Older pupils were unaware that there were people in England who were not Christians. Pupils are not well prepared for life in a multicultural society.

Ethnic background of pupils

Exclusions in the last school year

¹ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

Categories used in the Annual School Census
White – British

No of pupils on roll
118

Number of fixed period exclusions	Number of permanent exclusions
1	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 quality of education provided by the school is adequate overall. This reflects a variety of strengths and weaknesses.

Teaching and learning

Teaching and learning are satisfactory, although good in Years 3 to 6. Assessment is unsatisfactory.

Main strengths and weaknesses

- Classroom assistants make a significant contribution to pupils' learning.
- Assessment is not being used effectively enough to identify progress in pupils' skills, knowledge and understanding as pupils move up through the school.
- The effective questioning of pupils challenges their thinking.
- ICT is not being taught consistently enough to support pupils' work in literacy and numeracy.
- Relationships between pupils and teachers are good.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	9	5	1	0	0

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

12. A significant feature of many lessons is the very effective support provided by classroom assistants. They work in very close partnership with teachers to support pupils' learning. Classroom assistants are particularly skilful in group work where they are successful in keeping pupils motivated and interested through good quality questioning and the use of praise and encouragement. In lesson introductions teachers often use classroom assistants to

make assessment notes or to support individuals to encourage them to play a full part in question and answer sessions.

13. The school has made good progress since the last inspection in analysing the results of National Curriculum assessments to identify strengths and weaknesses in pupils' learning. As a result, standards achieved in the tests have improved significantly, especially in Year 6. However, the assessment of pupils' learning in other subjects is unsatisfactory. There is no clear means by which teachers, parents or pupils know where they are in terms of progress in key skills, knowledge and understanding. In each year group, the school has identified a number of 'reference children' who have assessment folders mainly in English, mathematics and science. The quality of these varies, from examples of work which have been matched to National Curriculum levels, to those with no annotation whatsoever. However, there are no assessment folders showing examples of work from previous years and this contributes to the weakness in assessing pupils' year-on-year progress in key skills, knowledge and understanding.

14. In the best lessons, the quality of teachers' questioning is of high quality and this makes a significant contribution to pupils' speaking and listening skills. Questions encourage pupils to think and explain, particularly through the use of 'How?' and 'Why?' In lesson introductions, pupils show confidence in answering questions and are often 'bursting' with good ideas. There are occasions when teachers do not ask questions of the more shy and reluctant pupils, more often boys than girls, and this is a factor in the relative underachievement of boys in their learning.

15. Because of significant weaknesses in the availability and reliability of computers, teachers are not using ICT sufficiently to support pupils' learning in literacy and numeracy. This limits pupils' opportunities to link together key skills in ICT, literacy and numeracy and to use and apply these skills in other subjects. This is a key factor in standards in ICT being below national expectations.

16. Relationships between teachers and pupils are very good. A significant feature of the Ofsted pupils' questionnaires was pupils' very positive response to liking their teachers. As a result of these very good relationships, pupils work hard in lessons and show good levels of concentration and application in their learning. They are not afraid to ask questions and to seek further explanation of the work they have been asked to do. Pupils respond well to the degree of trust given to them, especially when working in the ICT Suite when the teacher may be in the adjoining classroom or library areas. This is a good example of how well pupils can work independently.

The curriculum

Curriculum provision is unsatisfactory. The range of opportunities to enrich the curriculum is satisfactory. The quality and range of resources and the accommodation are unsatisfactory.

Main strengths and weaknesses

- Participation in sport outside the school day is good.
- The curriculum is not broad and balanced.
- The quality and range of resources, particularly for ICT, are unsatisfactory and this is impacting negatively on standards.
- Unsatisfactory accommodation restricts teaching and learning in a number of subjects.

Commentary

17. The overall curriculum provided for pupils is unsatisfactory and this is having a negative impact on the learning opportunities provided for pupils. Statutory requirements are met and religious education meets requirements of the locally agreed syllabus. However, there are weaknesses in coverage in ICT across the school, and science in Years 1 and 2. Curriculum planning does not ensure a clear progression of skills in many of the non-core subjects², particularly art and design, and design and technology.

18. The school has successfully addressed issues raised of planning to meet the needs of all pupils in mixed aged classes in English, mathematics and science, and there is a satisfactory two-year rolling programme of topics. Timetables indicate a high emphasis on the teaching of literacy and numeracy necessary to raise standards, but cross-curricular links, such as teaching literacy skills through other subjects are in their early stages of development. Curriculum provision for children in the Foundation Stage is satisfactory.

19. Participation in sport is good. The school is involved in local sporting events with other small schools in the area and is taking part in a new initiative, which includes specialist coaching in a range of sports. Other extracurricular activities, such as clubs, visits and theme weeks enhance the curriculum satisfactorily.

20. Provision for personal, social, health education and citizenship as an element of the curriculum is satisfactory. Sex education and drugs awareness education are both appropriately taught. All teachers regularly use 'Circle Time' to enable pupils to discuss issues and the school council is playing an increasing part in deciding what happens in the school. However, there is no planned programme to ensure the progression of skills in this area of learning.

21. Resources overall are unsatisfactory. There are serious and significant reliability problems with resources for ICT, which are impacting negatively on standards and teaching in this subject. The quality and range of books in the library have improved but there are insufficient books in classrooms to promote the love and enjoyment of reading. Resources are inadequate for the teaching of design and technology, art and physical education, and this is having a negative impact on the curriculum provided.

22. The accommodation in the school remains unsatisfactory, although there have been recent improvements to some facilities. The cramped conditions in classrooms and no direct access to running water in Years 3 to 6 restrict curriculum provision in art and design and in design and technology. The school benefits from the use of one of the parish rooms for assembly and some physical education activities. However, the room is too small for physical education lessons, particularly gymnastics for older pupils and there is no storage space available in the rooms for physical education equipment. The school uses the playing field at lunchtimes but when this is not possible, the playgrounds are too small for the number of pupils needing to use them.

Care, guidance and support

² Art and design, design and technology, geography, history, music and physical education.

Procedures to ensure the care, welfare, health and safety of pupils are satisfactory. The provision of support and guidance based on monitoring is unsatisfactory. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- Pupils are confident that they have a good and trusting relationship with at least one adult in the school.
- Induction arrangements for pupils joining the reception and other classes are good.
- Academic assessment is insufficiently developed across the curriculum to ensure that every pupil receives well informed support and guidance.
- A number of significant issues relating to health and safety have been reported to the governing body.

Commentary

23. A school council was established during the last academic year, and it is intended to offer it greater responsibility, and increase its profile in school life this year. All pupils were asked to suggest ways of improving the school last year.

24. There are well established links with feeder pre-school providers, and children and their parents make several visits to the school and complete a booklet about themselves before they join. Parents of pupils who joined at a later stage commented on how quickly their children had settled in.

25. Child protection procedures follow local education authority guidelines, and the nominated person is fully trained. All staff are briefed on identifying abuse. There is an on-going programme of staff first-aid training. The health and safety governor regularly monitors site safety and has instituted improved procedures for health and safety management. Lunchtime supervisors conscientiously do their best to manage the difficulties posed by the nature of the site and ensure pupil safety. The youngest pupils play safely in their own playground, and enjoy various climbing facilities as well as toys.

26. In the Ofsted pre-inspection questionnaire given to older pupils, pupils said their teachers were the best thing about the school, and felt confident of help with their problems. Staff try to get to know pupils and their families well. As there is no consistent monitoring and assessment of pupil progress in subjects other than English, mathematics and science, and the school does not maintain records on an individual's progress during their school career, it is not possible for staff to provide informed academic guidance.

Partnership with parents, other schools and the community

Links with parents and the community are good. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- Parents make a good contribution in supporting the school in general and their children's learning in particular.

- The school is approachable and welcoming: parents feel able to discuss their concerns.
- The school works closely with the local church and is an important focus for village life.
- Procedures for dealing with complaints are good.
- Information for parents is unsatisfactory because reports do not give a clear picture of whether pupils are working below, at, or above the required standard.

Commentary

27. Parents have high expectations of their children and are anxious to support them through resources and facilities at home. They believe behaviour is good, that their children enjoy coming to school, and become more mature by doing so. In the past, some parents have felt their concerns were not properly addressed, or that they did not receive feedback, but the new headteacher has already done much to improve matters. Many parents help to organise social and fundraising events for the school, and others help in the grounds, in class, and during offsite visits. Parents help run clubs after school. Most governors are either parents or former parents of pupils.

28. Parents are pleased with the newsletters giving details of school activities, although they would like them issued regularly. Class teachers send out curriculum information termly. These details follow different formats and sometimes serve more to confuse than to inform parents. At the last inspection it was noted that pupils' annual reports did not give enough information about achievement and standards. This is still the case. They describe tasks done and curriculum covered, without explaining whether pupils are performing at, above, or below the standard expected for their age. Targets are often meaningless (for instance, 'continue his excellent progress') and the overall tone is bland, with many statements being repeated for different pupils. The prospectus and governors' report fulfil statutory requirements and are attractively designed.

29. The school makes considerable use of the parish rooms and the Glebe Field both during lessons and at lunchtime. It has not been possible for the new vicar to play a full part in school life, both in a pastoral role and on the governing body as he would wish. The school's activities are regularly reported in the parish magazine. Villagers are welcomed to special events whenever possible, and do anything they can to help the school by lending resources or talking about the past. The school makes good use of the surrounding area to support learning. Bristol City Council provides football coaching for older pupils and Year 6 participate in the North Somerset Music Festival.

30. There are well established transition arrangements with Clevedon Community College. All Year 6 pupils in feeder schools contribute their thoughts about transition to improve provision. The school belongs to the Clevedon cluster group, and to networks for headteachers, administrators, and subject co-ordinators. A governor attends the North Somerset Governor Forum. The school has recently joined a new sports initiative which will allow all pupils to participate in inter-school events.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are satisfactory. The school is well led by the new headteacher. The governance of the school and the effectiveness of management are satisfactory.

Main strengths and weaknesses

- The new headteacher has high aspirations and a clear vision.
- Financial management is good.
- There are good induction procedures for new staff.
- Monitoring of performance data at the end of Year 6 and taking appropriate action is good.
- Subject leaders do not have sufficient opportunities to monitor the quality of teaching and learning in their subjects.

Commentary

31. The new headteacher is fully committed and has a clear vision for the future of the school. At the time of the inspection he had only been in post for two weeks and so it is not possible to compare judgements with those at the time of the last inspection. The new headteacher has set up a senior management team and is beginning to implement strategies to involve the whole school community in decision making processes. A revised school improvement plan has been prepared to share with staff and governors and this clearly identifies targets to improve the quality of provision, teaching and learning in the school. Key issues from the last inspection have been satisfactorily addressed.

32. Governance is satisfactory overall. Governors play a key role in formulating policies and there is a good feeling of teamwork amongst the governing body. They are well able to draw on each other's strengths and are very knowledgeable about performance data in the core subjects. They can identify many of the strengths and areas for development. Governors are prepared to challenge and debate on strategic planning. However, they do not have a clear view of the breadth and balance of the curriculum provided for the pupils in the school or of standards achieved in subjects other than English, mathematics and science. There is not enough routine monitoring to help shape the long term development of the school.

33. There are good induction procedures for staff new to the school. The school has experienced a period of staffing instability but this has been resolved and systems are in place to provide support for the new staff. Both the new teacher and headteacher have received good support from the local education authority.

34. Teachers and governors have worked hard to monitor performance data in English, mathematics and science at the end of Year 6. They have used this information effectively and consequently standards are improving significantly in these subjects.

35. The role of subject leaders is unsatisfactory overall. All subject leaders are keen to be fully involved in the development of their subjects but have had little opportunity to monitor the quality of teaching and learning in order to identify the strengths and areas to develop in each subject. Currently any action plans have been used as personal aide memoires and not as part of the school improvement plan. The special educational needs co-ordinator does not have any non-contact time to carry out her role. Not all of the non-core subjects have subject leaders. The new headteacher is aware of this and the issue is being addressed.

36. Financial management is good. The bursar works very closely with governors and the headteacher. She is very efficient and prepares detailed statements for the governors so that they can monitor spending effectively. The school is aware that a substantial contingency fund has built up but this money has been kept to enable the new headteacher have some flexibility in budget management. All spending is clearly linked to the school improvement plan. Governors are fully aware of the need to ensure that best value principles are applied. The school provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	359,712
Total expenditure	356,727
Expenditure per pupil	3,155

Balances (£)	
Balance from previous year	19,610
Balance carried forward to the next	22,595

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**. At the time of the inspection, there were 17 children in the Foundation Stage all attending school part-time. The older children attend school in the morning and the younger ones in the afternoon both in a mixed age class, with eight Year 1 pupils. Standards on entry vary each year because of the small numbers joining the school but overall are average. Achievement is not as good as at the time of the last inspection. However, the school has recently experienced some staffing difficulties in the reception class and this has had a significant impact on children's learning. A new teacher has been appointed from this September which should bring stability into the Foundation Stage. Teaching and learning are satisfactory and an experienced teaching assistant supports the teacher very effectively. Strengths in teaching include high expectations of behaviour and an appropriate balance between whole class, teacher led activities, continuous learning based on the child's previous experiences, and child-initiated activities. Assessment procedures are in place and the pre-school profiles have been used appropriately to plan activities to meet the needs of the children.

Main strengths and weaknesses

- Children settle quickly into school routines.
- The attitudes and behaviour of the children are good.
- The teaching assistant is used very well to support children's learning.

Commentary

37. Achievement in **personal, social and emotional development** is good and many children exceed the Early Learning Goals by Year 1. Children settle quickly into school and know the daily routines. They form good relationships with adults and are happy to share equipment. They play in harmony with their classmates, including the Year 1 pupils. For example, they are quite happy to build homes for the teddy bears together. Children understand what acceptable behaviour is and have a good awareness of the consequences of inappropriate behaviour.

38. By the end of the Foundation Stage, standards in **communication, language and literacy** skills meet the expectations of the Early Learning Goals. Achievement is satisfactory. Many children start reception with good language and communication skills. They speak confidently in a range of situations, such as the home corner. They listen carefully to stories and talk about the pictures in detail. By the end of the Foundation Stage, many children write a simple sentence and use their knowledge of letter sounds effectively to begin to spell familiar words.

39. Achievement in **mathematical development** is satisfactory and by the end of the Foundation Stage most children are attaining the expected learning goals in this area. Children of average ability add two numbers to make 10 and use mathematical language, such as shorter, longer, heavier and lighter when measuring. They use appropriate language, such as under and over when looking for teddy during a 'bear hunt'.

40. Children achieve satisfactorily in their **knowledge and understanding of the world**. They are confident in the use of the mouse to complete a puzzle and to click and drag pictures

into the correct place on a simple block graph using the computer. By the end of the Foundation Stage, most children have a sound understanding of healthy and unhealthy foods and that living things move in various ways. They enjoy finding mini-beasts and talk confidently about their habitats.

41. It is not possible to make a judgement on achievement in **creative development** or **physical development** because neither area of learning was observed during the inspection. It is too early in the school year to see many samples of children's work and no samples of children's work were available from last year. However, children are confident to play imaginatively in the home corner and with construction kits. For example, they make homes for the teddy bears with assorted bricks. An attractive display of children's painting of mini-beasts makes a good contribution to the learning environment. The limited opportunities for children to use wheeled toys have been successfully addressed, but there is still no direct access to an outdoor area so that children can choose whether to be inside or outside.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By Year 6 pupils are enthusiastic readers and writers.
- Pupils are confident in speaking and listening.
- In Year 2 there is underachievement in reading, especially amongst more able pupils.
- Teaching of key skills in writing is particularly strong.

Commentary

42. Results of 2003 national tests for pupils in Year 2 were below average in reading and average in writing. In comparison to similar schools, results were well below average in reading and writing. This reflects the year-on-year trend of underachievement in reading and writing, with an ongoing issue of underachievement of boys in comparison to girls. The school's results in 2004 show a significant improvement over those achieved in 2003. Current inspection findings are that standards in reading are average, but are still not high enough because more able pupils are underachieving. Inspection evidence supports the concerns of parents over standards and achievement in reading. Standards in writing are above average. Since the previous inspection, standards have fallen in reading quite significantly, but have improved in writing.

43. Results of 2003 national tests for pupils in Year 6 were well above the national average and well above average based on prior attainment. The school's results in 2004 indicate that these standards have been maintained. There is a trend whereby boys have not achieved as well as girls in English. Current inspection findings are that standards are well above average, with strengths in reading and writing. Boys still underachieve and a key factor in this is their lack of enthusiastic participation in whole class question and answer sessions.

44. Pupils are confident in speaking and listening. They enjoy initiating conversations with adults. In lessons they listen attentively to teachers and most are clear and articulate when they answer questions. Shy and reluctant pupils, particularly boys, are not always engaged by

teachers in question and answer sessions. A significant strength is the quality of paired discussion amongst pupils. Here, they show that they value the opinion of each other and present their ideas and arguments in a clear and concise manner.

45. Standards in reading in Years 1 and 2 are improving and are now average, although they are not high enough. Inspectors support parental concerns that pupils, especially the more able, are not being challenged or extended in their reading. There is an over-reliance on pupils reading books from the school's reading scheme which together with the lack of detailed assessment of pupils' reading means that for many the books read are too easy. Reading is not promoted in Years 1 and 2 because there is no attractive book corner and the display of books is limited mainly to the scheme books which are stored in plastic containers. By Year 6, standards are well above average and pupils read fluently and with good expression. Pupils show good recall of plot and characters and enjoy reading a wide range of books, including play scripts. Despite parental concerns, there is a very wide choice of fiction for pupils to read in the school library.

46. Standards in writing are above average throughout the school. By Year 2 standards in spelling, grammar and punctuation are good. Pupils write successfully for a wide range of purposes, including stories and poems. Writing skills are used successfully in other subjects, for example in writing about Florence Nightingale in history. In Year 6 pupils' key skills are good with effective use of paragraphs, speech marks and accurate spelling in stories, poems, reports and play scripts. Writing skills are used successfully in other subjects, including science.

47. Teaching and learning are good and have a positive impact on improving standards in Years 1 and 2 and the high standards achieved in Years 3 to 6. There are strengths in the teaching of writing, with pupils making good progress in key skills of spelling, grammar and punctuation as they move up through the school. Teachers have good subject knowledge and have high expectations as to what pupils should achieve. As a result, pupils are enthusiastic writers. Teaching of reading is good in Years 3 to 6, but satisfactory in Years 1 and 2 because more able pupils are not challenged sufficiently. Expectations are too low of more able pupils, especially in the narrow range of books they read, many of which are too easy and lack exciting story lines.

48. Leadership and management are satisfactory. The subject leader has worked successfully to provide a good range of reading material in the library, especially for pupils in Years 3 to 6. However, she does not have enough time to monitor teaching and learning in the subject, with the result that weaknesses in the teaching of reading in Years 1 and 2 are not fully addressed.

Language and literacy across the curriculum

49. Pupils use their reading skills effectively, especially when carrying out research into geography and history topics. They use reference books correctly and have good skills in using the Internet as an information source. Pupils use their writing skills successfully in other subjects, including factual reports and accounts.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 6 many pupils attain standards well above the national average.
- Teaching is good with particularly strong provision in Years 5 and 6.
- The role of the subject leader in monitoring teaching and learning is underdeveloped.

Commentary

50. Standards in Year 6 are well above average and pupils throughout the school are achieving well. The 2003 test results were average but results in 2004 indicate a significant improvement, with half the group attaining the higher level 5 in mathematics. By the end of Year 2 standards are above the national average. This is similar to test results of 2003. There has been a significant improvement in standards at the end of Years 2 and 6 since the last inspection.

51. The quality of teaching in Years 1 to 6 is good and, as a result, pupils make good progress. Pupils with special educational needs are well supported in class and consequently make the same progress as their peers. By the end of Year 2 many pupils are adept with number combinations. For example, they readily recognise number patterns, and addition and subtraction skills are accurate. Pupils apply their mathematical knowledge in everyday situations. They confidently use correct mathematical vocabulary. For example, they give instructions to control a robot, correctly using terms: forwards, backwards, right and left. By the end of Year 6 most pupils confidently carry out complex calculations, such as changing improper fractions to a mixed number and recognise the equivalence between the decimal and fraction form and vice versa. They have a good knowledge of co-ordinates, data handling, shape, space and measures. Pupils draw and measure angles to the nearest degree and use language associated with angles. Pupils of all abilities are achieving well.

52. Teachers have secure subject knowledge and high expectations. Lessons are conducted at a brisk pace and pupils' work is mainly marked carefully. Learning objectives are clearly shared at the start of lessons, and the end of lessons is used well to assess knowledge and understanding gained in the session. Learning support staff are deployed well and this has a positive impact on the learning of the less capable pupils in classes. Very good teaching is characterised by very clear explanations, great enthusiasm for the subject, and an ability to make learning fun. Pupils made very good progress in their understanding of fractions and decimal equivalents through clear explanations of the process. Staff encourage pupils through a traffic light system, to share their levels of understanding. This enables teachers to know whether to extend pupils' knowledge further or to consolidate their learning.

53. Assessment procedures are satisfactory but are currently not used sufficiently well across the school to ensure that the needs of all pupils are being met. Individual teachers use daily and termly assessments satisfactorily and 'reference pupils' are tracked satisfactorily. Test results have been successfully analysed by the subject leader and the nominated governor responsible for mathematics and this has helped to identify whole school issues needed to raise standards. However, overall assessments are not used well enough to track the attainment of every pupil individually. There is no overview of what each pupil has achieved at the end of each year and what he or she is expected to achieve the following year against National Curriculum attainment targets.

54. Subject management is unsatisfactory. The subject leader is keen to take on responsibilities but has had very few opportunities to monitor the quality of teaching and

learning across the school so that information gained can be used to help teachers to adjust their teaching. The subject leader has produced personal action plans in the past but these have not been used effectively to inform the school improvement plan. There are missed opportunities for the subject leader to demonstrate very good practice with colleagues. Resources are good.

Mathematics across the curriculum

55. Pupils have satisfactory opportunities to apply their skills in other subjects. For example, in geography they use co-ordinates and grids and use information gathered to create data tables. Currently in Years 1 and 2 mathematical skills are being used well to count and deliver parcels to people on the fictional Isle of Struay, which links closely with the geography and literacy curriculum.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- In Years 1 and 2 insufficient time is spent on the physical processes aspect of the subject.
- In Year 6 there is a strong focus on investigative and experimental science.
- Pupils make good use of literacy skills to support their learning.
- Assessment is unsatisfactory.

Commentary

56. Results of the 2003 teacher assessments for pupils in Year 2 were below average and well below average in comparison to similar schools. Inspection findings show that standards remain below average and that achievement is unsatisfactory. Pupils do not spend enough time studying physical processes and more able pupils are not challenged sufficiently in their learning. Standards have fallen since the previous inspection when they were judged to be 'above average'.

57. Results of the 2003 national tests for pupils in Year 6 were well above the national average and well above average based on prior attainment. These results showed a significant improvement on previous years when standards were below average and well below average based on prior attainment. The school's results for 2004 indicate that the improvement shown in 2003 has been maintained. Inspection findings show standards in Year 6 to be well above average with pupils' achievement being very good. Standards have improved since the previous inspection.

58. In Year 2 pupils have a good understanding of life cycles, for example of frogs and butterflies. Their knowledge and understanding of materials and their properties are satisfactory, with strengths in classification of materials into natural and manufactured. Skills in investigative and experimental science are satisfactory, although pupils make little use of numeracy skills in experiments and investigations. Pupils spend insufficient time on studying physical processes and standards in this aspect are well below average as a result. Pupils are successful in using their literacy skills when writing about investigations.

59. By Year 6 pupils show good skills in investigative and experimental science and use their numeracy skills successfully in measuring and recording information in charts, tables and graphs. However, there is little evidence of pupils using ICT to support their learning in science. Pupils have a good knowledge and understanding of all aspects of the subject. They know that materials can be classified into solids, liquids and gases and the ways in which materials can be changed.

60. Teaching and learning are satisfactory overall. Teaching in Years 3 to 6 is good and has a positive impact on the standards achieved. Teachers have good subject knowledge and have high expectations of pupils, especially in the way they are expected to present their work. In Years 1 and 2 teaching is unsatisfactory because an important aspect of the subject is not taught in sufficient depth and more able pupils are not challenged sufficiently in order to achieve their full potential. As a result standards are below average.

61. At the present time there is no subject leader and therefore a secure judgement cannot be made about leadership and management. Assessment is unsatisfactory because there is no clear system in place which records the progress pupils make in their knowledge, skills and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Unreliable hardware is a serious barrier to teaching and learning.
- There is no assessment of pupils' knowledge, skills and understanding.
- Pupils have insufficient opportunities to use and apply key skills in other subjects.
- Pupils are confident in using the Internet to carry out research.

Commentary

62. By the end of Year 2 and Year 6 standards are below national expectations and pupils' achievement is unsatisfactory. The key factor contributing to this is the unreliability of the school's computers and access to the Internet. This seriously restricts pupils' opportunities to use computers on a regular and consistent basis and means that they do not study ICT in sufficient depth. In particular, pupils are not covering the 'control and modelling' aspects of the subject. As a result, standards are not as high as at the time of the previous inspection.

63. In Year 2, pupils show good skills in using the tools within a graphics program to create colourful pictures. They are competent in basic word processing skills. There is little evidence of pupils using ICT to support learning in mathematics and science. However, at the time of the inspection, two of the classroom based computers were out of action. In Year 6, pupils are secure in logging on and logging off on the school's network and are confident in loading programs. They show good skills in accessing the Internet to carry out research into geography and history topics. Pupils use multimedia programs successfully but not to the depth expected in Year 6.

64. Teaching and learning are unsatisfactory because teachers do not have reliable equipment to support the teaching of the full ICT curriculum. In addition, there are insufficient planned opportunities for pupils to use ICT to support their learning in other subjects, including

literacy, numeracy and science. An emerging strength of teaching is the effective use of interactive whiteboards as a tool for demonstrating and explaining new learning. Pupils respond well to their use and are interested and engaged in learning when they are used.

65. Leadership and management are unsatisfactory. The co-ordinator is knowledgeable and enthusiastic and his own teaching is a good role model. However, he has had no opportunity to monitor teaching and learning in the subject and currently there is no ongoing assessment of pupils' work to show their progress in skills, knowledge and understanding as they move up through the school. As a result, teachers do not have a clear enough understanding of where pupils are in their learning. A new scheme of work is in place from September 2004 and with the determination of the new headteacher to improve resources, the subject is well placed for improvement.

Information and communication technology across the curriculum

66. Pupils have limited opportunities to use and apply their skills in other subjects. There are strengths in the use of the Internet to carry out research to support work in geography and history. Pupils are successful in using word processing skills in literacy. However, they do not spend enough time using ICT to support their learning in other subjects, especially mathematics and science.

HUMANITIES

The inspection team focused on religious education. Only one geography lesson was observed. There is insufficient evidence to judge provision in geography and history.

RELIGIOUS EDUCATION

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Too few pupils achieve the expected levels of attainment in the locally agreed syllabus by the end of Year 6.
- Teaching and learning are unsatisfactory.
- No overall curriculum plan or scheme of work for religious education has been established.

Commentary

67. By the end of Year 2 and Year 6 too few pupils achieve the expected levels set out in the locally agreed syllabus. Achievement is unsatisfactory. By the end of Year 2 pupils identify special features in the local church and recall at least one Bible story. They know that they have learnt about another religion, namely Hinduism, but only recall that Hindus worship lots of gods. By the end of Year 6 pupils have studied the life and work of Mother Teresa and have lightly touched on three world religions as specified in the locally agreed syllabus as well as studying Christianity. However, there is very little evidence of either learning from religion and human experience or learning about religions in any depth. This was confirmed in discussions with pupils who could only recall, with some prompting, that Muslims worship in a mosque and pray five times each day. Pupils had very little understanding of living in a multicultural society or that several world religions are practised in Britain today. Standards are not as good as at the time of the last inspection.

68. The quality of teaching and learning is unsatisfactory overall and pupils are not achieving as well as they should. This judgement was made from looking at samples of pupils' work and from talking to both pupils and teachers. No unsatisfactory lessons were observed during the inspection. Teachers lack guidance and are insecure in their subject knowledge. The school has copies of the locally agreed syllabus and a number of examples of lesson plans but has not received sufficient guidance on how to use the syllabus. The school has no scheme of work or plan, in the school, to ensure any progression of skills or development of pupils' thinking. No assessment procedures are in place.

69. Currently, the new headteacher is temporarily managing the subject. He has already identified the need to develop the subject on his revised school improvement plan. The subject leadership is unsatisfactory because no formal monitoring is taking place. The school received one day's training last term but this is not sufficient to support teachers or to raise standards. There are adequate resources to teach the locally agreed syllabus but, apart from visits by the rector and visits to the local church, there are no other visitors or visits made to support the religious education curriculum.

70. In **geography** pupils in Years 1 and 2 develop a satisfactory understanding of the wider world through following the adventures of Barnaby Bear. Pupils develop an understanding of contrasting localities when comparing Clevedon with the Isle of Struay in work linked to the stories of Katie Morag in their literacy lessons. By Year 6 pupils have a satisfactory understanding of key geographical features, including rivers, mountains and the water cycle. They show good skills in presenting arguments for and against environmental issues. Pupils make effective use of the Internet to carry out research: for example into hurricanes, tornadoes and earthquakes.

71. In **history**, pupils in Years 1 and 2 have a satisfactory understanding of key characters from the past including Samuel Pepys and Florence Nightingale. They know how to sequence the story of the Fire of London. By Year 6, pupils' understanding of chronology is unsatisfactory, with a number confused as to whether the Romans came before or after the Victorians. Pupils are successful in using the Internet and reference books to carry out historical research. Literacy skills are used successfully when pupils write about historical facts.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in art and design, design and technology, music and physical education so it is not possible to judge provision in these subjects.

72. In **art and design** pupils in Years 1 and 2 have made patterns and prints based on Aboriginal art. During 'Africa Week' pupils had the opportunity to work with clay. Older pupils have satisfactorily designed their personal shields.

73. In **design and technology** pupils in Years 1 and 2 design and make a lighthouse and satisfactorily evaluate their models. There is evidence in pupils' design and technology books of pupils' designing, making and evaluating glove puppets.

74. In **music** singing is satisfactory. Pupils benefit from peripatetic music tuition provided by the school.

75. The previous inspection judged that accommodation for **physical education** was unsatisfactory and this is still the case. The playground is too cramped for teaching outdoor games and whilst pupils benefit from the use of the church hall, it is not equipped for teaching gymnastics. As a result, pupils do not receive their full entitlement to gymnastics, particularly in working on large apparatus. Although the school has apparatus, it is a health and safety risk for pupils to carry it to the hall along a sloping and uneven pathway. Pupils benefit from the use of a playing field and they are taught swimming. They enjoy and participate in a good range of sporting activities outside of the school day. In Years 5 and 6, pupils enjoy an annual residential visit in which they take part in outdoor pursuits, such as abseiling.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. Timetable arrangements meant that no lessons were seen during the inspection so it is not possible to identify strengths and weaknesses or to make a judgement on teaching and learning. The school ensures that drugs awareness and sex education and relationships are taught. 'Circle Time' is used regularly to enable pupils to discuss relevant issues, but there is no planned programme for personal, social, health education and citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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