

## INSPECTION REPORT

### **BURRINGTON C of E (AIDED) PRIMARY SCHOOL**

Burrington, Bristol

LEA area: North Somerset

Unique reference number: 109240

Headteacher: Mrs A Russé

Lead inspector: RWG Thelwell

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> June 2005

Inspection number: 266535

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

© Crown copyright 2005

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:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	75
School address:	Burrington C of E Primary School Burrington Bristol
Postcode:	BS40 7AD
Telephone number:	01761 462662
Fax number:	01761 462662
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Brunsdon
Date of previous inspection:	9 <sup>th</sup> – 12 <sup>th</sup> February 1999

## CHARACTERISTICS OF THE SCHOOL

The school is set in the village of Burrington to the south west of Bristol. At present 75 pupils are on roll. This includes 13 children in reception. Nearly all pupils currently attending the school travel in from surrounding villages or further afield. Whilst pupils are drawn from a cross section of socio-economic backgrounds they come, in the main, from owner-occupied homes. Nearly all children attend pre-school settings before joining the school at the start of the school year in which they become five. Attainment on entry is assessed as being broadly in line with that expected for children of this age. The overall proportion of pupils with special educational needs (SEN) is average. One pupil has a statement of SEN allocated under the terms of the DfES Code of Practice<sup>1</sup>; proportionally this is average. All pupils have English as their first language. Since the last inspection, the school has received a School Achievement Award in 2000 and gained Investor in People status in 2004. During the inspection a temporary teacher taught the reception class due to the regular member of staff being on maternity leave.

---

<sup>1</sup> The Department for Education and Skills' Code of Practice gives practical advice to schools about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20977	Mr RWG Thelwell	Lead inspector	Areas of learning for children in the Foundation Stage, Mathematics, Science, Geography, History, Physical education.
9644	Mr M Whitaker	Lay inspector	
32366	Mrs J Buttriss	Team inspector	Special educational needs, English, Information and communication technology, Art and design, Design and technology, Music, Personal, social and health education.

The inspection contractor was:

MSB Education in association with Tribal

1 – 4 Portland Square  
Bristol  
BS2 8RR

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](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very good school. Under the very good leadership of the headteacher, staff and governors have established a very supportive and caring ethos. This results in pupils achieving well in their academic development and very well in personal development. The school gives good value for money.

The school's main strengths and weaknesses are:

- The school's commitment to inclusion results in very good provision for all pupils irrespective of their stages of learning.
- Pupils now in Year 2 achieve very well to attain standards in speaking, listening, reading and writing that are well above expectations for their age. Levels of attainment in mathematics, science and information and communication technology (ICT) are above average.
- For pupils currently in Year 6 standards in English, mathematics and science are above average. Attainment in ICT is well above nationally expected levels.
- Very effective teaching results in pupils' excellent attitudes to learning.
- Pupils benefit from a very good curriculum enriched by an extensive range of out of class activities. Provision for pupils with special educational needs (SEN) is very good.
- The school maintains very effective links with parents and carers.
- The governors' annual report to parents does not contain all the necessary information.

Since the school was last inspected in 1999, improvement has been very good. All issues noted in the last report have been addressed. The quality of teaching has been improved, as have procedures and the use of assessment. The role of subject co-ordinators has been developed further, and governors are now more involved in monitoring school performance, and in strategic and financial planning. Considerable improvements have been made to accommodation and resources. The school has gained a School Improvement Award and achieved Investor in People status.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A	A	B
Mathematics	D	C	D	E
Science	D	D	E	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
As fewer than 80% of pupils have appropriate assessment data relating to the previous key stage, comparisons with similar schools is based on those schools with an eligibility for free school meals in the range of up to 8%.*

In view of the small number of pupils in the year group, together with the much above average proportion of pupils with SEN, little can be gained from making comparisons on a year-to-year basis, or against national or similar school results (even though comparisons with similar schools for science were consistent with the bottom five per cent of schools nationally). However, each pupil assessed either met or surpassed targets expected of them, and, over the last four years, the school's rate of improvement has been above the national trend. Results of assessments for Year 2 pupils showed standards were well above average in reading, writing and mathematics. Pupils achieve well overall. Children currently in reception achieve well. Whilst nearly all are on course to reach the recommended goals in each area of learning by the end of

reception, most have already gained them in personal, social and emotional development. Around a third has done so in other areas of learning. Pupils now in Year 2 achieve very well to attain levels well above those expected for their age in English. Performance that is above average in mathematics, science and ICT reflects good achievement. Current Year 6 pupils perform at levels above those expected for their age in English, mathematics and science. Attainment in ICT is well above the norm. Work reviewed in other National Curriculum subjects was at an appropriate level for the ages of pupils concerned. However, inspection evidence, including work on display, indicates attainment in art, design and technology for pupils in Years 2 and 6 to be at levels above those expected nationally for their ages. No judgement could be made regarding music. Pupils with SEN and those who are higher attainers make good progress and achieve well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have outstanding attitudes to learning and behave very well. Pupils' relationships with each other and the adults with whom they work, are excellent. Attendance is very good.

### **QUALITY OF EDUCATION**

The school provides pupils with a very good quality of education. Teaching is very good overall. Teachers have very good subject knowledge and high expectations of pupils. Exemplary planning results in activities in lessons that are well matched to all pupils' stages of learning. Assessment is used very well to monitor and track pupils' progress and help determine what is to be taught next. Pupils benefit from a very good curriculum enriched by many out of class activities. The school gives pupils good care and very effective support and guidance. The school's very effective links with parents, together with good links with the community and other schools, make a strong contribution to pupils' learning.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good overall. The school is given very effective leadership by the headteacher, who with the very good support of staff, has developed a strong culture of evaluation and improvement. Management is good with many very good features. Subject co-ordinators play a full part in leading the subjects for which they have responsibility. Governance is good. Governors carry out their duties well and are involved fully in strategic and financial planning. With the exception of minor omissions in their annual report to parents, governors ensure statutory requirements are met, and that in keeping with the school's very inclusive outlook, all pupils have equal access to the curriculum and associated resources.

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

Parents have very positive views of the school. They value the caring and supportive ethos of the school. They consider pupils are taught well and make good progress. Parents are particularly pleased with the accessibility of staff. Pupils like coming to school and value the friendship of their classmates. They enjoy the work set for them and feel they are given good support in all they do.

### **IMPROVEMENTS NEEDED**

In addition to pursuing the improvements and developments already identified in the school's development plan, the school should ensure the governors' report to parents contains all the necessary information to comply with statutory requirements.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

For pupils in Year 6, standards are above average in English, mathematics and science and this represents good achievement. Pupils currently in Year 2 attain standards that are well above average in English, and above average in mathematics and science. This represents noteworthy achievement.

#### Main strengths and weaknesses

- Children now in reception achieve very well in personal, social and emotional development. They achieve well in all other areas of learning.
- Current seven and eleven year olds attain levels in speaking and listening that are well above those expected for their ages.
- Standards in reading and writing for pupils now in Year 2 are well above nationally expected levels.
- Whilst attainment in information and communication technology (ICT) is above average at the end of Year 2, it is well above nationally expected levels for pupils now nearing the end of Year 6.
- Pupils with special educational needs (SEN), and those who are more able, achieve well.

#### Commentary

1. In recent years nearly all children have reached the required levels of performance in each area of learning by the end of reception. This represents sound attainment when taking into account attainment on entry was similar to that expected for this age group. Inspection evidence indicates that children currently in reception make good progress and achieve well overall. Whilst nearly all are on course to attain the officially recommended goals in each area of learning by the end of their reception year, around a third has gained them already. Nearly all children have attained the expected levels of performance in personal, social and emotional development. This reflects very good progress and learning. However, it should be noted that the number of pupils in each year group is small, and as such, even one or two pupils joining or leaving can have a marked effect on the performance profile of each year group. Similarly, caution is needed when making comparisons of assessment results on a year-to-year basis, as the performance of each pupil has a disproportionate impact on statistics.

Standards in:	School results	National results
Reading	17.6 (18.0)	15.8 (15.7)
Writing	16.5 (17.3)	14.6 (14.6)
Mathematics	18.4 (18.8)	16.2 (16.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

2. Results for 2004 for seven year olds show the high standards of the previous two years were maintained, with performance in reading, writing and mathematics well above national averages. This represents very good achievement. All pupils reached the levels expected for their age in writing, mathematics and science. Standards were well above the norm in reading. When compared with similar schools standards were above average in reading and well above in writing and mathematics.



*Average point scores are not included because there were fewer than 10 pupils in the year group.*

3. Results for eleven year olds in 2004 for English were well above average and similar to those of the previous year. Standards in mathematics and science were lower than those of 2003 (below and well below respectively). When compared with similar schools based on eligibility for free school meals results were above average in English, well below in mathematics, and very low in science. However, as stated earlier, analysis and year-to-year comparisons involving small groups should be treated with caution, particularly when considering the proportion of pupils with SEN was much above average. In terms of performance against personal targets pupils achieved very well in English and satisfactorily in mathematics and science.

4. Following a review of statutory assessments in 2004, it was decided that further emphasis would be given to improving the quality of writing and handwriting, together with strategies for problem solving in mathematics. An earlier review of science revealed that the full curriculum for pupils in Years 3 to 6 was not being covered; subsequent improvements were made. Lesson observations, together with a review of pupils' work, confirm these foci have been successful in terms of pupil performance.

5. Levels of attainment in speaking, listening, reading and writing (including handwriting) for pupils now in Year 2 are well above the norm. When taking into account average attainment on entry this represents very good achievement. Attainment that is above average in mathematics, science and ICT reflects good achievement. In Year 6, where the proportion of pupils with SEN is average, pupils make good progress and achieve well to attain levels in reading, writing, mathematics and science that are above nationally expected levels. Performance in ICT is well above expected levels for this age. With the exception of art, design and technology, where work on display is above that expected nationally for seven and eleven year olds, work sampled in other National Curriculum subjects indicated work to be at an appropriate level for the age group concerned. No judgement could be made regarding attainment in music. Pupils who have SEN achieve well and make good progress in terms of prior attainment and targets in their individual education plans. A separate inspection, undertaken by a representative of the Diocesan Board of Education, will evaluate pupils' attainment in religious education.

6. Whilst the school surpassed the targets set for the proportion of pupils in Year 6 to reach the expected levels or above in English in 2004, it narrowly missed them in mathematics. Whilst the targets set for 2005 are challenging, inspection evidence indicates they are attainable, and reflect the school's commitment to giving pupils every opportunity to achieve their full potential.

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

Pupils demonstrate outstanding enthusiasm for learning and eagerness to participate. Relationships are excellent and pupils behave very well. Pupils' personal development is very good. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Pupils display excellent attitudes towards learning and the opportunities the school offers.
- Relationships throughout the school are excellent.
- Pupils behave very well - they are polite, helpful and considerate.
- Pupils' spiritual, moral, social and cultural development is very good.
- Attendance is very good.

## Commentary

7. Pupils' attitudes to school are excellent. Pupils are enthusiastic about school; they enjoy lessons and are eager to take part in the opportunities the school offers. Children in the reception class are happy, confident and secure regarding their classroom, teacher and classmates as an extension of their homes and families. Older pupils are very well motivated in their lessons, and respond positively to imaginative and stimulating teaching. Regardless of ability, pupils concentrate and participate very well. Pupils of all ages are enthusiastic about taking part in extracurricular activities. Responsibility, such as serving on the school council, is eagerly sought and carried out with commendable maturity.

8. Relationships at all levels throughout the school are excellent. Adults in school provide excellent role models for children. Pupils work well together, sharing resources and working co-operatively in pairs and groups. Staff respect pupils. Pupils' views are listened to and all contributions in class are valued. Pupils mix well together regardless of age or ability. Parents have commented upon the happy family atmosphere in the school. Neither pupils nor parents see bullying as a problem. Pupils try to resolve minor differences themselves, sometimes with the help of Year 6 pupils acting as mediators. Inclusion is strongly promoted and the school's racial incident record is devoid of entries.

9. Behaviour is very good as was the case at the time of the last inspection. There have been no exclusions over the preceding twelve months. Pupils are polite towards visitors, co-operative with their teachers and are friendly at play. Pupils respond very well to teachers' extremely high expectations of behaviour and skilled classroom management. Rewards and sanctions are well understood by pupils, seen by them as fair, and exercised consistently by all staff.

10. Pupils' spiritual, moral, social and cultural development are very good. Spirituality is evident in pupils' responses to the mystery of computer technology, and in appreciation of the beauty of nature. Pupils are well aware of the spirituality of faith through frequent contact with the village church; school assemblies provide them with time for reflection. Social and moral development are very good. The smallness of the school promotes pupils' awareness of the benefits (and constraints) of living in a community. The school provides many opportunities that develop pupils' sense of community. Moral development is very good; pupils discuss and agree their own class rules and issues such as right and wrong. Respect for others is promoted well through the school's ethos of inclusion. Cultural development is good; it is promoted well through the curriculum, especially in literacy, religious education, art and music. Visits to Bristol and Wells Cathedral, and events such as drama day enhance cultural awareness.

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

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.0
National data	5.1	National data	0.4

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

11. Attendance is very good, as was the case at the time of the last inspection. Authorised absence is well below the national average for primary schools, and unauthorised absence is nil.

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

The school provides pupils with a very good quality of education. Teaching is very good overall, as are procedures and use of assessment to elicit what pupils know and can do. The curriculum is very good and is enhanced by a good range of out of class activities and educational visits. Provision for pupils with SEN is very good. The school takes good care of its pupils. The partnership with parents is very good, and effective links are maintained with the local community and other schools.

### Teaching and learning

Teaching and learning are very good overall. Strengths are in the teaching of literacy, numeracy and science, and of children in reception. The quality of teaching has been improved significantly since the last inspection.

### Main strengths and weaknesses

- Children in reception are taught well.
- The key skills of literacy and numeracy, together with science are taught very effectively.
- Teachers' very good subject knowledge, together with excellent planning, results in lessons that meet the needs of all pupils ranging from those with SEN to higher attainers
- Teachers make very effective use of ICT to support teaching and learning.
- Teaching assistants contribute very well to pupils' learning.
- Procedures and the use of assessment are very good.

### Commentary

#### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	7	14	0	0	0	0

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

12. During the inspection children in reception were taught by a temporary teacher as the regular teacher was away on maternity leave. In all lessons observed teaching of reception children was good. Good knowledge and understanding of the needs of the age group were reflected in the preparation and delivery of lessons, and in the careful and ongoing monitoring of children's performance. Detailed planning, based on recommended Early Learning Goals, covers all required areas of learning for children of this age. Children are provided with a good range of interesting activities that contains a good balance between teacher directed activities and those children choose themselves. As such much learning is gained through play with adults working alongside children to explain, question and enthuse. In all lessons observed many opportunities were created to extend children's language and to develop their independence. These were a marked feature of the good practice seen.

13. Teachers make effective use of the National Strategies for Literacy and Numeracy to plan lessons that are both very interesting and challenging. Of the five lessons observed in literacy, all were at least very good, two were outstanding. All teachers focus very well on pupils' speaking and listening skills. Questioning is used effectively to elicit pupils' understanding and to develop vocabulary and use of language. Pupils' reading books are matched closely to their ability, and pupils are given many opportunities to use their writing skills in other subjects. In mathematics, where teaching was very good or better in half of lessons seen, interesting activities, allied to teachers' clear explanations, reinforced pupils' understanding of concepts taught. A particularly effective element of numeracy lessons is

the emphasis given to pupils having to explain how they arrive at answers. Teaching of science, in which two-thirds of lessons were very good, resulted in pupils carrying out a range of activities that enabled them to use their developing skills of scientific enquiry to good advantage, and learn well.

14. Teachers' exemplary planning, underpinned by very good subject knowledge, ensures lessons meet the diverse needs of pupils in each class. In all lessons observed learning objectives were explained clearly at the outset thus enabling pupils to know what was expected of them. At all times teachers had high expectations of pupils in terms of performance and behaviour. Across all subjects observed during the inspection teachers made very effective use of interactive whiteboards and other computers to support teaching and enhance pupils' learning. Good use is made of homework to reinforce key skills taught in lessons, provide opportunities for research, and extend pupils' knowledge and understanding.

15. Pupils with SEN are taught very well, and, in keeping with the school's very inclusive nature, are included fully in all activities. Well directed support enables pupils to meet targets in their individual education plans. Teachers provide equally well for higher attaining pupils who are given tasks well matched to their stages of learning.

16. Teaching assistants contribute very effectively to pupils' learning, and work in close partnership with teachers who ensure all adults working with pupils have a clear understanding of learning objectives, methods and resources to be used.

17. Information gained from the school's very good assessment procedures is used very effectively to track and measure pupil progress, modify curriculum provision, and set targets for learning. The oral feedback given to pupils in class, together with marking of work in pupils' books, is very good. Teachers take much care to express and record their appreciation of effort, and ensure pupils have a clear understanding of how they can improve.

## **The curriculum**

The curriculum is very good overall.

## **Main strengths and weaknesses**

- Children in reception benefit from a good curriculum.
- The curriculum for pupils in Years 1 to 6 is broad, balanced, and very well matched to individual needs.
- There is good provision of extracurricular activities and opportunities.
- Provision for pupils with special educational needs is very good.
- Teaching assistants provide very good support and there is very good inclusion.
- There is very good equality of opportunity and pupils are very well prepared for the next stages of learning.
- Access to, and within, the building is restricted, but accessibility is under review.

## **Commentary**

18. Children in reception are given a good range of activities that cover all required areas of learning. The curriculum for pupils in Years 1 to 6 is very good. It is broad and well balanced, meets statutory requirements and is very well matched to the needs of individual pupils at all stages of learning. The quality and thoroughness of teachers' planning is outstanding and provides a very detailed framework for ensuring that the teachers' very

high expectations and very clear learning objectives for all ability levels are met. Provision for personal, social and health education is very good throughout the school and complies with requirements relating to sex and relationship education.

19. Schemes of work ensure very good continuity and progression as pupils move through the school. All subject co-ordinators have regular opportunities to monitor every aspect of their subjects. The high quality of assessment and performance analysis across the curriculum fully informs planning, which is adapted accordingly. There are very good links made between all subjects across the curriculum to optimise learning opportunities, with especially good use of ICT and literacy throughout.

20. Provision for pupils with special educational needs is very good, and the requirements of the Code of Practice are fully met. Pupils with SEN are very well supported, individually and in groups, to ensure the curriculum is fully accessible to them and that they reach their potential. Teaching assistants are well trained and experienced and are very effective in their work. This, together with the personalisation of learning planned by teachers, ensures very good inclusion across the school. Individual education plans include clear targets and strategies to address them. They are written with the participation of parents and pupils and are reviewed regularly. Co-ordination of SEN is good and there is very good additional support provided by outside agencies, with advice available to both parents and children on a regular basis.

21. There is a good range of extracurricular activities on offer and provision for the arts and sports is very good. Many visitors are invited to come and share their expertise and a number of interesting and enjoyable outings are arranged, including two residential trips for older pupils. The school ensures very good equality of opportunity for all. Arrangements for preparing pupils for the next stages of learning are very thorough and ensure that pupils are fully ready.

22. The school has a good learning environment, within a pleasant and well maintained site. Accommodation is satisfactory and staff make very good use of the limited space in some classrooms. Good use is made of local amenities, such as the parish rooms across the road for physical education. Access to, and within, the school building is restricted, but accessibility is currently under review. Teaching and support staff are suitably qualified and there is a very good pupil teacher ratio. Resources for learning are good overall, with particular strength in ICT.

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

The school provides a safe and secure environment in which pupils are very well guided and supported. Pupils have confidence in the adults in school and feel very well involved in the day-to-day life of the school.

### **Main strengths and weaknesses**

- Pupils' involvement in school and in the management of their own learning is very good.
- A strong ethos of care and excellent relationships, underpinned by very good assessment procedures, ensure very good guidance and support.
- Good procedures ensure pupils' safety and welfare.
- Pupils' entry to school is eased by good induction procedures.

### **Commentary**

23. The school involves pupils to a very good degree. A school council that includes two pupils from every class, including reception, meets fortnightly and discusses a wide range of topics that are of interest to pupils. These range from play equipment to behaviour issues. Older pupils have a number of responsibilities about the school, some of which involve looking after younger children. The extent to which pupils are trusted to carry out duties contributes significantly to pupils' very good personal development. Pupils are involved very well in their own learning. For example, the school is taking part in Building Learning Power - a university-based project that gets pupils to focus on how they learn and helps them to develop skills such as effective questioning and managing disruption.

24. The quality of support and guidance is very good. Pupils have confidence in the adults in school. In the Ofsted pre-inspection pupil questionnaire, 91 per cent of pupils felt that there was an adult in school to whom they could turn if in need. Excellent relationships and a strong ethos of care are underpinned by very good assessment procedures. Consequently, advice given to pupils is based on a thorough knowledge of their academic progress.

25. Health and safety arrangements are good; all the necessary procedures are in place and particular attention is paid to pupils' safety in getting across the road to the village hall for lunch and physical education lessons. Risk assessments are undertaken on all activities, the caretaker is responsible for the control of substances hazardous to health, and the premises are regularly inspected. The headteacher is the designated person for child protection purposes. All staff, including support staff, are aware of child protection procedures and know what to do in cases of concern. Pupils are made aware of personal safety through a clown workshop. Pupils' welfare is comprehensively addressed. Healthy diet is promoted. Pupils are encouraged to have water readily to hand as part of the school's Brain Gym routines; crisps and fizzy drinks are banned. Support for pupils with special educational needs is very good. External experts, such as the educational psychologist and audiologist, are consulted regularly at multi-disciplinary meetings.

26. Induction procedures are good. The school has close links with the village pre-school group, whose children visit for a Teddy Bears picnic in the summer term before they start school. Induction meetings for parents are held, and in the early days of children's attendance, parents are encouraged to stay for a short while to share a book with their child.

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

The school enjoys very strong support from its parents with whom it has very good links. Good links with partner institutions and with the community enrich pupils' experiences.

### **Main strengths and weaknesses**

- Parental support for, and involvement in, the school is very good.
- The information provided by the school about school events and pupil progress is good.
- Good links with other schools and the community enhance curriculum provision.

### **Commentary**

27. The school has very good links with parents who express their commitment to the school through their involvement. Parents are welcome to help in school and a number do so. The parent teacher association is active and lively and provides a social bridge between school, community and parents, as well as raising considerable sums of money. An annual

questionnaire seeks parents' views and family learning opportunities are provided. For example, later this year training in ICT for parents and children will be provided. A crèche will be available to enable parents with pre-school children to attend. Curriculum workshops are provided, for example on how mathematics is taught.

28. The school provides good information about school events. In the pre-inspection Ofsted questionnaire, 92 per cent of parents felt that they were well informed about their child's progress. Parents are sent informative weekly newsletters. If required, the school will e-mail newsletters to parents. The school prospectus is lively and comprehensive in its cover of the matters that concern parents. The governors' annual report to parents is detailed, but deficient in a couple of minor statutory requirements. In addition to having three consultation meetings with staff a year, parents have three open days a year, giving them the opportunity to see the school at work. Pupil reports are good; they address each subject of the National Curriculum individually, and for English and mathematics assess the child's attainment. Targets are provided. All parents agree that the staff and headteacher are readily accessible for informal discussion.

29. Good information is provided for the parents of children with special educational needs. Parents are fully involved in the discussion of targets in individual education plans and in annual reviews, and, additionally, there is considerable informal contact. Parents attending the Ofsted pre-inspection meeting with inspectors were particularly appreciative of the support given to children with special needs.

30. Good links are maintained with neighbouring primary schools. The schools in the cluster that feed into the local comprehensive school co-operate well and hold regular co-ordinator and headteacher meetings. There are effective links with the secondary school in the area. Transfer procedures work well. Pupils make preliminary visits, undertake transitional units of work and the head of Year 7 visits the school in the company of some of the previous year's Year 6 pupils. There are good community links that serve to enrich pupils' learning. Pupils are very familiar with their parish church; they use it weekly for worship at which church members join them. The school takes part in village events, such as the annual fete, and invites the village to participate in school events, such as last year when the school held its 150<sup>th</sup> anniversary. Good use is made of the area as a learning resource with visits being made, for example, to Bristol and Weston-super-Mare.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good overall. The leadership of the headteacher is very good. Management is good with very good features. Governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher provides caring, supportive and well focused leadership.
- Subject co-ordinators are very effective in leading areas of the curriculum.
- Management of provision for pupils with SEN is good.
- The school's culture of self-evaluation and improvement is underpinned by a clear and well structured development plan.

- There are minor omissions regarding required information in the governors' annual report to parents.
- Governors play a full and active part in the management of the school.
- The school's finances are managed well.

## Commentary

31. The headteacher, appointed since the last inspection, gives very good leadership. She sets a very clear direction for the school's development, based on her thorough understanding of the needs of pupils. In the quest to raise and maintain standards and provision, she has built a strong team of teachers who give her very good support, are hardworking, and share a common vision regarding what needs to be done to improve further. Together they have established a very caring, supportive and inclusive ethos that promotes and supports pupils' learning.

32. In line with the suggestions of the last inspection the role of subject co-ordinators has been developed significantly. Co-ordinators now lead their subjects very well. They participate in monitoring the quality of teaching and learning and are involved fully in the development of subjects for which they are responsible. The very good provision for pupils with SEN complies with statutory requirements and is managed well by the headteacher in her capacity as SEN co-ordinator.

33. The school has successfully developed a strong culture of self-evaluation and improvement. This has been supported by the effective development of procedures for the performance management of all staff. A breadth of assessment material is used to very good advantage to help evaluate all aspects of school performance. The thorough analysis of assessment results provides information that is used by staff to monitor pupil progress, modify curriculum provision, and set targets for learning. The school's ongoing development is underpinned by a clear and well structured improvement plan. It sets appropriate targets, and, in response to the recommendations of the last inspection, in addition to timescales, it now includes costs and success criteria by which outcomes will be evaluated.

34. The governing body carries out its duties well. With the exception of minor omissions in the governors' annual report to parents, statutory requirements are met. Governors are very supportive of the school and are involved fully in all aspects of strategic and financial planning. Governors are knowledgeable about the strengths of the school, its curriculum provision, and the standards pupils achieve.

35. Finances are managed very well. The school's budget is linked closely to the development plan, and the school seeks to ensure that the services it purchases are provided at best value. The last audit of the school's financial management systems, undertaken on behalf of the local authority in 2004, identified a small number of recommendations for further improvement. Appropriate action has since been taken. As is the case in most schools of this size, the cost per pupil is above the national average. However, when taking into account its many strengths, the school gives good value for money; a judgement in keeping with that of the previous inspection.

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	270,956	Balance from previous year	16,136
Total expenditure	272,355	Balance carried forward to the next	10,783



---

Expenditure per pupil	3,730
-----------------------	-------

## **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 (reception) is **good**. Since the last inspection improvements have been made for children's outdoor structured play. At present 13 children are in reception. They benefit from being taught as a small class. Close liaison with pre-school settings, together with good induction procedures, helps children's smooth entry to reception. Over recent years assessment of children on entry to reception has shown overall levels of performance to be in keeping with those expected for children of this age. Inspection evidence indicates children achieve well overall, and that whilst nearly all are on course to reach the officially recommended goals for each area of learning by the end of their reception year, around a third of them have done so already. In personal, social and emotional development children achieve very well and most have already gained the expected levels of performance.

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

- Children currently in reception achieve well in all areas of learning. Achievement in personal, social and emotional development is very good.
- Children are taught well and benefit from a curriculum that provides a good range of interesting and relevant activities for each area of learning.
- Information from assessment procedures is used to very good advantage to provide challenging learning opportunities.

#### **Commentary**

36. Children make very good progress in their **personal, social and emotional development** and achieve very well. Effective teaching and learning, and support given them by their extended 'family of friends', enable children to settle quickly into the day-to-day life of school. Sensitive talk and guidance from adults help children understand the difference between right and wrong, and reinforce an understanding of acceptable and unacceptable behaviour. Adults set up a good range of activities that allow children to make choices, share and take turns. Children do so willingly. Relationships between children and all with whom they work and play are very good, as is behaviour. Children are keen to take responsibility, as for example, in carrying out their duties as 'special helpers', and in managing their own activities. As such, children develop good levels of independence which prepares them well for future learning.

37. Achievement in **communication, language and literacy** is good. Children are taught the importance of listening carefully and taking turns to speak. There are many planned opportunities for children to speak with, and listen to, adults and each other. For example, as part of their work to help them understand right and wrong doing, having listened to the story 'Handa's Surprise', children listened attentively to their friends and then gave their own ideas as to why it was wrong for the animals to steal the fruit meant for Handa's friend. Carefully chosen texts, together with a well taught programme of phonics (letter sounds), are used well to help children recognise an increasing number of words in familiar contexts. Whilst many children were observed making effective use of their phonic knowledge to construct, read and write three and four letter words, several children were heard to read confidently from the reading scheme. Through a variety of 'writing' activities children learn the correct way to form and write letters with increasing control. Inspection evidence

indicates that by the time children leave reception around a half write simple sentences unaided.

38. Progress and achievement in **mathematical development** is good. During the inspection children were observed counting and ordering numbers to twenty and beyond. Children sing and play a range of number rhymes, play finger games, and put together number puzzles and jigsaws to reinforce learning. Their good understanding of 'more than' and 'less than' was demonstrated in an effective lesson when children successfully played the 'fruit and vegetable' game that required them to obtain items from others in the game. Activities included counting, adding and comparing amounts each player had. Children know the correct mathematical names for a square, rectangle, triangle and circle, and were heard to give simple but correct explanations of the properties of each. Throughout all activities adults work directly with children to support, reassure, question and praise.

39. Achievement in **knowledge and understanding of the world** is good. As part of work on understanding and using their senses, children were extremely enthusiastic to investigate a range of exotic fruits. In addition to using the senses to describe the features of each fruit in terms of smell, texture, taste and appearance, the activity supported the development of children's descriptive language. The subsequent making of 'exotic fruit salads', for children to take home, reinforced aspects of fine motor control and personal hygiene. A good range of activities helps children gain an understanding of chronology. The school site and immediate locality are used very well to promote children's awareness of place and position. Children respond very well to the good opportunities to use computer technology. They enjoy a range of interactive programs, and make good use of their interactive whiteboard.

40. Children achieve well in **physical development**. In their fine manipulative skills children handle tools, scissors, paintbrushes and malleable materials safely and with growing control. In an indoor activity (in the village hall), children responded well to adult encouragement as they moved with agility and rhythm to the beat of an African drum. A review of planning shows appropriate planned opportunities for children's outdoor structured play to support physical development and enhance aspects of co-operative and imaginative play.

41. Achievement in **creative development** is good. Children use a good range of media to draw, paint, print and model. Work on display includes a vibrant collaborative painting relating to the story of Noah's Ark. Children were seen to explore enthusiastically the use of colour and pattern that helps animals camouflage themselves against different backgrounds. Children make good use of *small world* toys to create imaginary environments and have many opportunities for structured role play in the 'African mud hut'. In music making children handle and play a range of simple instruments and enjoy singing songs from memory.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Standards for pupils currently in Year 2 are well above levels expected nationally for their age.
- Attainment for pupils now in Year 6 is above average.

- Across the school teaching and learning in this subject are very good.
- Provision for speaking and listening is very good throughout the school.
- There has been great progress in handwriting, for which provision is now very good.
- Assessment and the analysis of English performance data are very good.
- There is very good use of interactive whiteboards for teaching and learning English.
- Teachers' planning provides an excellent structure for the teaching of English, ensuring that work is very well matched to individual pupils' needs.

## **Commentary**

42. In the 2004 national assessments standards achieved in English were well above national averages at the end of Year 2 and Year 6. A review of pupils' work in their books and folders and on display indicates that current standards are well above national averages in all aspects of English by the end of Year 2 and reflect very good progress and achievement. Standards are above average at the end of Year 6 and this represents good achievement.

43. The highly skilled teaching assistants provide very good learning support for pupils with special educational needs, helping them to make good progress and to achieve well. Very good levels of challenge are planned for more able pupils.

44. Speaking and listening standards are very good throughout the school. Pupils listen attentively to their teachers and to each other. They speak clearly and confidently and become increasingly articulate in explaining their ideas and opinions.

45. The standards of reading reached by pupils in Year 2 are well above the national average which represents very good achievement. Pupils show that they are able to use a range of cues related to the sounds, spellings and meanings of words, to help them read unfamiliar texts. They predict what might happen next in stories and enjoy discussing their reading preferences.

46. Pupils in Year 6 reach standards of reading above the national average. They read fluently, expressively and confidently, making good use of higher order reading skills such as inference and deduction to help them read reflectively. They discuss their reading preferences articulately, demonstrating keen critical awareness, and are able to justify their own views with reference to differences between authors' interpretations of character, setting and plot, or relating to features of information texts.

47. The standard of pupils' writing by the end of Year 2 is well above nationally expected levels. Pupils have regular practice of the various writing skills and techniques, including handwriting and spelling, and make very good progress. Handwriting was identified as a weakness in the last inspection but this has improved greatly and is now a strength. Pupils write in a range of styles and for different purposes. Writing is often imaginative and thoughtful. A review of older pupils' writing included some exciting work undertaken by Years 3 and 4 on a 'Monsters' project to develop imaginative writing skills. In Years 5 and 6 pupils write in a variety of styles and genres for a very wide range of purposes, including some perceptive writing in their reading journals regarding books they have read.

48. During the inspection, teaching of English was very good overall, with two examples of outstanding teaching. In a Years 5 and 6 lesson the excellent teaching enabled pupils to build very effectively on previous learning to develop their skills in the writing of playscripts. In a lesson for Years 1 and 2 the high quality teaching led to excellent learning and very high standards of work in the task of discussing and writing recounts of pupils' holiday

experiences. Teachers' lesson planning is excellent. It is both very thorough and extremely comprehensive, setting out different learning objectives, different levels of expectation and separate activities, all closely matched to pupils' needs. Teachers' very effective use of the interactive whiteboards in literacy lessons enriches and extends provision throughout the school and enhances pupils' learning. Teachers' very good marking of pupils' work identifies strengths and areas for development, providing pupils with very helpful guidance on how to improve their work.

49. Assessment of pupils' work in English is very good throughout the school and very good use is made of performance data analysis to identify areas for further development and to build these into forward planning. Homework is used effectively to support and extend pupils' literacy skills. The enthusiastic and experienced subject leader undertakes regular monitoring of all aspects of provision in English across the school and gives good support to her colleagues.

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

50. Teachers make very good use of all opportunities to extend literacy across the curriculum. Pupils are encouraged to read and write for a variety of purposes and to make good use of the Internet to develop research skills. In all lessons observed effective use was made of pupils' developing skills of speaking and listening.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards for the small number of pupils now in Year 2 and Year 6 are above average.
- Very good teaching results in pupils achieving well and having very positive attitudes to mathematics.
- Teachers are very successful in providing challenging work for pupils of all abilities.
- Very good use is made of ICT to support learning.
- Assessment of what pupils know and can do is used to very good advantage.
- Mathematics is led and managed very well.

### **Commentary**

51. Inspection evidence based on lesson observations, a review of past work, and discussions with pupils, indicate levels of attainment for current seven and eleven year olds to be above average. Such standards represent good achievement and are in keeping with the findings of the last inspection.

52. During the inspection the quality of teaching in mathematics was never less than good. In half of lessons observed it was very good or better. Lesson plans are exceptionally detailed and cover all aspects of the required curriculum. Teachers have very good subject knowledge and provide interesting and challenging tasks that are closely matched to pupils' stages of learning, ranging from those with SEN to higher attainers. In all lessons seen learning objectives were shared with pupils so they knew what was expected of them, and lessons proceeded with good, and often dynamic, pace. The introduction of computer linked, interactive whiteboards in each classroom has had a most positive impact on the quality of teaching. Teachers use them with skill and imagination.

53. The impact of very effective teaching is that pupils are very keen to learn and respond equally well to the high expectations teachers have of them. As a result pupils set to work on the tasks given them with great enthusiasm, whether it be as an individual or within a group activity. A successful feature of all mathematics lessons is the emphasis placed on pupils' mental and oral activities. In the introductory 'warm up' session to the lesson and during the main activities pupils are eager and keen to explore how they arrive at their answers.

54. Leadership and management of mathematics are very effective. Assessment procedures are thorough and are used very well to monitor and track individual pupil performance, to set targets for learning, and modify curriculum provision. Regular monitoring of lessons takes place and good practice is shared.

### **Mathematics across the curriculum**

55. Lesson observations and a review of pupils' work confirm pupils use mathematical skills in many aspects of the curriculum. Examples include measuring and calculating results in science investigations; data handling and spreadsheets in ICT; weighing and measuring in food and design technology; timelines in history; and co-ordinates and scales in geography.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards for pupils now in Years 2 and 6 are above average. This represents good achievement.
- There is a strong emphasis on scientific enquiry.
- Very good teaching results in pupils' very positive attitudes towards science.
- Teachers make very effective use of ICT to support teaching and learning.
- The subject is led and managed well.

### **Commentary**

56. A review of provision in science carried out in early 2004 revealed pupils in Years 3 to 6 were not covering all required aspects of the science curriculum. This weakness was quickly addressed and the current programmes of study comply fully with the requirements of the National Curriculum. As a result pupils now nearing the end of Year 2 and Year 6 achieve well and, as at the time of the last inspection, attain levels of performance above those expected for their ages.

57. Lesson observations, together with a review of pupils' work, confirm a strong emphasis on scientific enquiry. As such pupils learn well through setting up and carrying out a good range of interesting investigations that require them to predict, observe and record. In so doing pupils gain a clear understanding of the need to ensure their activities are carried out in a 'fair' manner. The subject provides very good opportunities for pupils to work collaboratively, to talk about how to solve problems, and discuss what they observe. Such was the case during the inspection when pupils in Years 1 and 2 worked very well in pairs and small groups as they set about their task to identify and research a range of plants growing in the playground and on the school field.

58. During the inspection teaching was very good in two-thirds of lessons observed. Teachers' very thorough planning, underpinned by very good subject knowledge, provides a programme of activities that are very well matched to pupils' stages of learning. Teachers give pupils clear explanations of lesson objectives and of what is expected of them as lessons unfold. At all times in lessons seen pupils responded very well to the high expectations teachers had of them. It is clearly evident that pupils enjoy very much the practical nature of science lessons and reply with much enthusiasm to teachers' questions such as, "Why do you think that?" and "How can you find out?"

59. Teachers make very effective use of computers and interactive whiteboards to support teaching and make learning interesting. A very good example was observed in Years 5 and 6, when the teacher's use of computer technology to help illustrate the complexities of food chains and associated habitats enhanced pupils' learning considerably.

60. Although the subject co-ordinator is currently absent on maternity leave, there is much evidence to indicate the subject is effectively led and managed. Monitoring of the quality of teaching and learning, together with information from assessments, ensures curriculum provision is now kept under review, and that pupils are given every opportunity to perform at the levels of which they are capable.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **very good**.

### **Main strengths and weaknesses**

- Whilst attainment is above nationally expected levels for pupils now in Year 2, it is well above the required levels for those currently in Year 6.
- Pupils are enthusiastic, confident and very well motivated in ICT lessons.
- Resources are very good.
- It is not currently possible for pupils to send and receive e-mails.
- Subject leadership is very effective.
- The use of ICT across the curriculum is very good.

### **Commentary**

61. A review of the use of ICT and the work of pupils on display throughout the school indicate that pupils at present in Year 2 attain standards above those expected nationally for their age. For pupils currently in Year 6 levels of performance are well above national expectations. This marks a strong improvement since the last inspection when attainment for seven and eleven year olds was in line with expected levels. The very good teaching seen in one Years 5 and 6 lesson on the use of control software helped pupils to demonstrate impressive confidence and competence as they learned to manage variables and activate multiple devices. Very good examples of pupils' work were seen in every area of this subject, including word processing, data handling, graphical modelling, multimedia presentation, control technology and use of the Internet for research.

62. Pupils in every classroom are keen to use ICT, working individually or collaboratively. They talk about their work in every aspect of the subject with evident enthusiasm. The provision of ICT resources is now very good, with a better computer to pupil ratio than the nationally recommended level. Both computer workstations and laptops are available throughout the school, and every classroom is equipped with an interactive whiteboard,

used highly effectively for both teaching and learning. However, it is not currently possible for pupils to send and receive e-mails and this limits their work. The school plans to be able to make this facility available again as soon as the broadband connection is installed.

63. Teachers demonstrate great confidence in the use of ICT. Laptop computers are provided for them all for planning, preparation and teaching. Very good planning documents and schemes of work show appropriate continuity and progression in the teaching of ICT skills through the school and ensure that units of work are very well matched to individual pupils' needs. Whilst pupils with SEN are given very good support from learning support assistants, more able pupils are set work with suitable levels of challenge.

64. Good assessment procedures are in place and the subject is well monitored. The expertise and enthusiasm of the ICT co-ordinator ensures very good leadership for the subject. She has written a comprehensive evaluation of ICT provision and achievable plans for its future.

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

65. Very good use of ICT was observed with the very effective use of interactive whiteboards for teaching and learning in a wide range of lessons across the curriculum. In this way ICT makes a very good contribution to the development of pupils' skills and learning throughout the school.

### **HUMANITIES**

66. No lessons were observable in geography or history. As such insufficient evidence is available to make overall judgements on standards or the quality of teaching. However, a review of planning together with past work, shows the programmes of study for both subjects meet the requirements of the National Curriculum.

67. Pupils' previous work, together with displays, confirms that in **geography** pupils in Years 1 and 2 have good opportunities to learn about their own environment and compare and contrast it with life in other localities. For example, an impressive display in Class 1 shows the results of pupils' research into the similarities and differences between their home area and other places in this country or further afield that they have visited. Through their studies of different environments pupils gain an appropriate understanding of physical and human geographical features. Work in Years 3 to 6 involves pupils in learning what life is like in an Indian village, how rivers are formed, and how our need for (clean) water is met. Pupils study environmental issues including the proposed rebuilding of the Tropicana pleasure area in Weston-super-Mare. Having discussed the matter with a councillor, visited the site, and questioned local inhabitants, pupils consider the impact on the environment that such an undertaking would have. Work reviewed was at a standard in keeping with levels expected for pupils' ages.

68. In **history** work on display and in books shows pupils in Years 1 and 2 gain a satisfactory knowledge and understanding of the lives of famous people including Florence Nightingale, Louis Braille and Neil Armstrong, and of important events such as The Gunpowder Plot and The Great Fire of London. Between Years 3 and 6 work sampled shows pupils' work at levels expected for their ages on topics including Invaders and Settlers, Life during World War II, and what life was like for their parents when they were children. Pupils now in Years 5 and 6 find out much interesting information through studying the life and personal experiences of the author Roald Dahl, together with the significant world events that took place during his lifetime. Appropriate emphasis is placed on pupils'



understanding of primary and secondary sources of evidence, and how they are used to help gain information about the past.

69. Common strengths in provision for both subjects are the opportunities to develop writing skills, and for older pupils in particular, use of ICT to research information. Each subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

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

70. Only one lesson could be observed in art and in physical education, and none could be seen in design and technology or music. As such, no judgements can be made regarding provision or the quality of teaching. However, in an **art and design** lesson, the good teaching introduced pupils in Years 1 and 2 to a range of sunflower paintings by different artists, including Van Gogh, Schiele and Rohlf. Pupils were then given opportunities to present their own interpretations in a range of media, including paint, pastels, plasticene and computer graphics. They drew and painted with great care and enjoyment, producing some original and highly effective pictures. A review of the very attractively displayed artwork done by pupils across the school indicates that in some respects standards are above nationally expected levels.

71. Work on display and in pupils' folders relating to **design and technology** ranges across a variety of materials and techniques, and indicates standards are above national expectations at the end of Years 2 and 6. Examples of work seen include Years 5 and 6 investigations and their skilled designs as part of their structures project on shelters, a working illuminated map of India devised and well constructed with electric circuits by Years 3 and 4, and some lively designs for glove puppets with subsequent evaluations by Years 1 and 2. These and other projects all show how well design and technology has been linked with other subjects, and they indicate that pupils' standards of work exceed national expectations.

72. Although no lessons could be observed in **music**, examples of written work, photographs and discussions indicate pupils undertake an appropriate range of work in music lessons. Work has recently included thoughtful Years 5 and 6 poems and responses to music from pupils' own and other cultures, as well as compositions using computer software. Pupils' singing in assemblies is both tuneful and rhythmic and pupils sing with enjoyment. The impressive number of pupils who have a variety of instrumental lessons as well as the many who take part in choir and recorder clubs demonstrates the high profile of music throughout the school. Pupils have many opportunities to perform in concerts and music festivals, both as a school and with pupils from other schools as members of the cluster choir and orchestra.

73. In **physical education**, a review of planning, together with discussions with staff and pupils, confirms that whilst the school has no hall of its own, the use of a nearby hall, together with the school's own playground, field and all-weather play surface, enables all required elements of the curriculum to be covered. Appropriate provision is made for outdoor adventurous activities both in the school grounds and whilst pupils attend residential visits. Swimming sessions at a nearby pool enable nearly all pupils to swim the required 25 metres by the time they leave at the end of Year 6. In a successful outdoor games lesson, pupils in Years 3 and 4 were seen to perform at levels appropriate for their ages as they worked enthusiastically on a range of athletics skills in preparation for their forthcoming sports day.

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

74. As only one lesson could be observed in this curriculum area, no judgements can be made about overall standards or quality of teaching. However, inspection evidence confirms pupils' personal, social and health education (PSHE) is well established throughout the school, and that pupils make very good gains in this element of provision. The school's programme for PSHE complies with statutory requirements relating to sex and relationship education, and on the importance of the safe handling and use of drugs and medicines. Across the school circle time is used to enable pupils to consider and discuss a variety of issues that concern all of them. A review of work completed by Year 2 pupils included a range of thoughtful writing about topics as varied as rules, choices, and contrasting right and wrong actions. In an effective lesson observed pupils in Years 5 and 6 considered the theme of 'change' and ways in which concerns of the unknown might be overcome. To this end pupils in Year 6 extracted information from the prospectuses of their future secondary schools whilst those in Year 5 worked together to plan, write and illustrate a booklet for children coming new to the school.

75. Pupils of all ages enthusiastically take on responsibilities given them, including representing their friends on the school council that meets to discuss matters relevant to pupils. Pupils derive much enjoyment in taking part in a variety of charity fundraising activities throughout the year. In so doing, pupils come to appreciate the situations of others less fortunate than themselves.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
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	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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