

INSPECTION REPORT

CHARBOROUGH ROAD PRIMARY SCHOOL

Filton, Bristol

LEA area: South Gloucestershire

Unique reference number: 109012

Headteacher: Mrs Nicola Bailey

Lead inspector: Mr Chris Kessell

Dates of inspection: 27th – 29th September 2004

Inspection number: 266588

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: | Community |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| Number on roll: | 267 |
| School address: | Charborough Road Filton Bristol |
| Postcode: | BS34 7RA |
| Telephone number: | 01454 867220 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Ralph Hawkins |
| Date of previous inspection: | 26 th April 1999 |

CHARACTERISTICS OF THE SCHOOL

Charborough Road Primary School is about average in size and serves the South Gloucestershire community of Filton, which is situated on the outskirts of Bristol. It is a mixed community of private and rented accommodation. Although the majority of pupils come from white ethnic backgrounds, there are some pupils from other ethnic groups and a few pupils who use English as an additional language. The school has not received any travellers, refugees or asylum seekers. Charborough Road is popular and over-subscribed. At six per cent, the proportion of pupils who are known to be eligible for free school meals is below average. The school provides a 20-place Resource Base for pupils with specific needs. These pupils all have speech and language difficulties. The Resource Base draws pupils from a wider area than Filton. Fifteen per cent of pupils are assessed as having special educational needs; this is below average. Twenty-one pupils have a statement of special educational needs because they need considerable help with their learning; this is well above average. Pupils mainly have statements for speech and communication and learning difficulties. Children start full-time education with attainment that is similar to that expected for their age. In 2003 and 2004 respectively, the school was presented with a *'Healthy Schools'* award, and an *'Investors in People'* award.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------------|----------------|--|
| 20695 | Mr Chris Kessell | Lead inspector | Mathematics Information and communication technology |
| 9146 | Mr Mark Brennand | Lay inspector | |
| 18709 | Ms Nina Bee | Team inspector | Art and design Design and technology Religious education Special education needs |
| 10204 | Mr David Vincent | Team inspector | English Geography History Personal, social and health education |
| 20230 | Mrs Jenny Clayphan | Team inspector | Science Music Physical education The Foundation Stage curriculum English as an additional language |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a good education for its pupils and gives good value for money. Pupils' achievement is good overall. Teaching and learning are good. The headteacher provides very good leadership. Many key staff provide good leadership. Management is good. The pupils are cared for very well and their personal development is well promoted. There are very good relationships through the school.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics and science by the end of Year 6.
- Children make a good start to their education because of the consistently good teaching in the reception class. This provision is led and managed well.
- The school's Resource Base for pupils with speech and communication needs is very good. It is led very well and enables the pupils in its care to achieve very well.
- The headteacher's leadership has very many strengths. She is continually looking to raise standards and the quality of education provided by the school and is prepared to ensure that areas for development are identified and tackled.
- The school looks to ensure that all pupils benefit from what it has to offer. Consequently, pupils enjoy coming to school, are confident and keen to learn.
- There are very strong links between the school and its parents. Parents support the work of the school very well.
- In most classes, pupils make good progress and achieve well as a result of consistently good teaching. However, there are also weaknesses in teaching which lead to some pupils making more limited progress.

Improvement since the previous inspection has been good. The governors are now more involved in the school development planning and monitoring the progress of initiatives. The regular and formal monitoring of teaching and teachers' planning has improved dramatically and is very much part of the school's culture. The school's timetable for the monitoring and evaluation of teaching by the headteacher, deputy headteacher and other key staff is very impressive. The curriculum is now appropriately balanced with sufficient time allocated to all subjects, and the school's assessment procedures cover all subjects of the curriculum. The school has provided adequate outdoor play equipment for the children in the reception class, and the library provision has improved dramatically. The day-to-day management of finance and school administration is now adequate. Although some of the classrooms still have limited space and do not provide good working conditions for the staff or pupils, this will be resolved in the very near future by the building work that is currently being undertaken at the school.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | A | A | B | A |
| Mathematics | B | C | C | C |
| Science | B | A | C | C |

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

Pupils' achievement through the school is good overall. At the time of the inspection, national comparisons were not available for the 2004 national tests, although the percentage of pupils who achieved the expected levels in reading, writing and mathematics in Year 2, and English, mathematics and science in Year 6, have improved on the previous year. The 2003 data for pupils in Year 6 indicate that pupils made better progress in English, than they did in science and mathematics. Improving standards in mathematics has been a recent school focus. The most

recent data for the school show that the differences between the performance of boys and girls, is greater than that found nationally, in reading, writing and mathematics at the end of Year 2 although such differences were not found during the inspection. Although the majority of pupils are currently achieving well at school, this is not consistent in all classes, as a result of weaknesses in teaching. The pupils currently in Year 6 are achieving standards that are above average in English, mathematics and science. In Year 2, standards in reading, writing and mathematics are average. Standards in religious education and information and communication technology are similar to those expected at the end of both Years 2 and 6. In the reception class, children achieve well and most are on course to achieve or exceed the early learning goals set for them nationally. Pupils in the Resource Base achieve very well in relation to their prior attainment.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have good attitudes to learning and behave well. Attendance is very good. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good overall. In the majority of lessons in Key Stages 1 and 2¹, teaching and learning are good and often very good. Pupils make good progress. However, the quality of teaching and learning is not consistent in all classes, resulting in slower progress for some pupils. The pupils are keen to learn and they apply themselves well to the challenges provided by the teachers. They work well together or independently and talk confidently about their current or previous work. The management of pupils' behaviour is very good through the school. Teaching assistants often make a good contribution to pupils' learning. Teaching and learning in the reception class are consistently good and they are very good in the Resource Base.

The curriculum provided by the school is satisfactory. The range of extra-curricular activities offered to the pupils is good. The school's partnership with parents is very good. Links with the community and other schools are good. Very good care is provided by the teaching and non-teaching staff. Through the successful school council, pupils' ideas and opinions are regularly considered.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership and is supported well by the senior staff. Subject co-ordinators for subjects, such as English, mathematics, science and information and communication technology, provide good leadership and management. They are also good role models in the classroom. The provision for the children in the reception class is also led and managed well and the leadership and management of the Resource Base are very good. Governance of the school is good. The school fulfils all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have very positive views about the school. They like the school's caring approach and believe that it is very inclusive. Parents feel that the school works closely with them and that staff are approachable. The majority of pupils agree that their lessons are interesting and that they have to work hard. They regard the behaviour in the school as good and feel well cared for. The inspection team would fully support the views of the parents and pupils.

IMPROVEMENTS NEEDED

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

- Continue to improve the quality of teaching and learning, so that all pupils make the progress of which they are capable.

¹ Key Stage 1 represents Years 1 and 2 and is sometimes referred to as the 'infants'. Key Stage 2 represents Years 3 to 6 and is often referred to as the 'juniors'. The Foundation Stage caters for children from the age of three to the end of the reception year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good overall. However, where teaching is less consistent, pupils do not always achieve as well as they could do. Standards are above average in reading and average in writing and mathematics in Year 2. Standards are above average in English, mathematics and science in Year 6. National test data indicate that, over the three years from 2001 to 2003, the girls performed better than the boys in reading, writing and mathematics at the end of Year 2 to a greater extent than that found nationally.

Main strengths and weaknesses

- The results of the 2004 national tests show improvement on the results in 2003 at the end of both key stages.
- Standards are currently above average in English, mathematics and science in Year 6.
- Although the majority of pupils achieve well, some pupils could do better at the beginning of Key Stage 2.
- Pupils from the school's Resource Base achieve very well.

Commentary

1. The pupils in the Resource Base all have a statement of special educational needs that identify significant speech and communication difficulties. They often represent a significant proportion of each year group in the school. For example, they represent 12 per cent of the current reception year. For this reason, caution has to be applied when interpreting the school's national test results.
2. Excluding the children in the Resource Base, the current reception year group has started school with levels of attainment similar to that found in most schools. As a result of good teaching and well-organised provision, the children achieve well and are on course to reach or exceed the expected levels by the end of their year in reception.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 16.1 (17.2) | 15.7 (15.8) |
| Writing | 15.4 (15.7) | 14.6 (14.4) |
| Mathematics | 15.3 (16.6) | 16.3 (16.5) |

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

3. The national test results in 2003 for pupils in Year 2 indicated that, when compared to all schools, standards were average in reading, above average in writing and well below average in mathematics. When compared with similar schools², standards were the same. At the time of the inspection, there were no national comparisons available for the 2004 national test results. However, the average point scores³ improved in all three areas of learning, significantly so in reading and mathematics. Overall, this group of pupils achieved well in relation to their prior attainment at the beginning of the reception year.

² In this example, similar schools are defined by the proportion of pupils eligible for free school meals.

³ Average point scores - The average point score table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

4. The pupils presently in Year 2 are attaining standards that are above average in reading and average in writing and mathematics. In relation to the pupils' prior attainment, this year group is also achieving well as a result of the consistently good teaching and learning found in the reception year and Years 1 and 2.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.3 (28.7) | 26.8 (27.0) |
| Mathematics | 27.3 (27.2) | 26.8 (26.7) |
| Science | 28.8 (30.1) | 28.6 (28.3) |

There were 37 pupils in the year group. Figures in brackets are for the previous year.

5. When compared to all schools, the national test results in 2003 for pupils in Year 6 indicated that standards were above average in English and science and average in mathematics. The national data also indicated that these pupils made satisfactory progress overall in relation to their prior attainment in Year 2. Their progress in English was very good. The average point scores for the 2004 national tests show improvement in all three subjects. The improvement has been significant in mathematics and science. These pupils achieved well, but inspection evidence, which included using the school's good, pupil tracking information, indicates that their progress was not consistent as they moved through Key Stage 2.
6. The pupils currently in Year 6 are attaining standards that are above average in English, mathematics and science. Although these pupils are making good and sometimes very good progress, as a result of good and very good teaching, their progress in previous years has been inconsistent.
7. Pupils in the Resource Base achieve very well when they work with their specialist teachers in the Resource Base classes. On the occasions when they are integrated into lessons in the main school, these pupils achieve well in relation to prior attainment.
8. Mainstream pupils with special educational needs generally achieve well. Their achievement is specifically related to good teaching but, sometimes, teachers do not use assessment and tracking information carefully to plan lessons accurately. When this happens, activities prove too difficult and this affects their achievement.
9. There are only a very small number of pupils in the school who use English as an additional language and they achieve as well as their classmates.
10. The national data available to the school indicate some differences in performance between boys and girls beyond that found nationally. These differences were not noticeable during the inspection. The school monitors the progress of individual pupils very carefully and differences in gender performance do not appear to be the norm.
11. The overwhelming majority of parents responding to the pre-inspection questionnaire or attending the pre-inspection meeting for parents agreed that their children were making good progress and learning as well as they can. For the majority of pupils this is the case and the inspection team would support the parents' views.
12. The inspection focus also included the subjects of religious education, information and communication technology and physical education. Standards in these subjects are similar to those expected for the pupils in Years 2 and 6, although some pupils will exceed the expected levels by the end of Year 6, particularly in information and communication technology and physical education, as a result of consistently good and very good teaching. Other subjects were sampled as part of the inspection process, but there is insufficient evidence to make an overall judgement on standards and pupils' achievement in these subjects.

Pupils' attitudes, values and other personal qualities

Attendance is very good. Pupils' attitudes and behaviour are good. Personal development is also good, particularly pupils' spiritual, moral and social development. Their cultural development is satisfactory.

Main strengths and weaknesses

- There are very good relationships between staff and pupils.
- Good attitudes and behaviour are promoted well by the school.
- There are very good levels of attendance. Attendance is monitored well.
- The school encourages pupils to take responsibility for different aspects of school life.

Commentary

13. Charborough Road Primary places great emphasis on creating a climate for learning which promotes very good relationships. This begins, as soon as the children enter school. They make good progress in their personal, social and emotional development in the reception class. A recurring theme in all lessons is the strength of the relationships between staff and pupils. For example, in a mathematics lesson for Years 1 and 2, the positive way in which staff interacted with pupils encouraged self-confidence. In a Year 5 circle time,⁴ the teacher established meaningful rapport with pupils and her good questions promoted confidence in the more reticent pupils. In a Year 3 English lesson, pupils worked hard and showed that they have developed a very good relationship with the teaching assistant. Staff training has encouraged teachers to appreciate the importance of role modelling and setting a good example. This has clearly had a positive effect in aiding the progress children can make within the school.
14. Schools which develop good relationships invariably encourage good attitudes and behaviour and Charborough Road fits that model. Attendance is a prime indicator of whether children enjoy coming to school and over the last twelve months it has been well above the national average. In lessons where teaching is stimulating, pupils show high levels of enthusiasm. For example, those in Year 1 and 2 took great interest in gathering leaves from the playground as part of their study into shades of colour. In a Year 6 information and communication technology lesson, pupils ignored the technical glitches by concentrating on the task and, as a consequence, made good progress. Behaviour is also good. In the vast majority of lessons observed, behaviour was good or better. This has much to do with the way teachers set clear and consistent expectations, together with the use of praise and awards in the form of stickers and certificates, to reward good behaviour.
15. The culture in the school, where all pupils are valued, has engendered a sense of responsibility amongst them. The school council, dinner and assembly monitors, playground buddies, and manning the Key Stage 1 'Friendship Stop', are just a few of many ways in which pupils take on responsibilities. Furthermore, during a tour of the school with pupils from Year 6, they demonstrated great maturity in their attitude towards behaviour, their teachers and the school council.
16. The pupils in the Resource Base have very good attitudes to learning and behave very well. They develop very good relationships with the adults who help them and respond positively to the additional help that they receive.

⁴ Circle time is a session provided for pupils to discuss certain matters as a class, following strict guidance about listening to others and taking turns to speak.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.8 | School data | 0.4 |
| 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.

17. Attendance for the academic year 2003/04 was very good. Parents are keen for their children to attend and they are also good at informing the school when their children are absent. Punctuality is also generally good, with the majority of pupils arriving in time for the start of the school day. There are good systems for monitoring attendance through a 'first day response' for absentees and the school also keeps a close eye on those pupils who walk to school. Incentives, in the form of certificates to encourage good attendance, are much valued.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching and learning are good overall. The school provides a satisfactory curriculum for its pupils and good provision for extra-curricular activities. Pupils receive very good levels of care. The school's links with parents are very good; those with the community are good.

Teaching and learning

Teaching and learning are good overall. Teaching is less effective in some parts of Key Stage 2. The school's assessment procedures are good. The use of assessment information to support the needs of individual pupils is satisfactory.

Main strengths and weaknesses

- The quality of teaching for pupils in the Resource Base is very good.
- Teaching is less effective at the beginning of Key Stage 2.
- The management of pupils' behaviour is very good throughout the school.
- The work of some pupils could be marked more effectively.
- The school's procedures for tracking pupils' progress are good.
- Pupils are keen to learn. They are enthusiastic and work well independently or together in small groups.

Commentary

18. Parents have positive views about the quality of teaching in the school. These views were expressed through the parents' questionnaires and at the parents' meeting. In general, the inspection team would support the views of the parents and of the pupils, who agree that they have to work hard most of the time. However, evidence from inspection would indicate that although teaching and learning are good in the majority of classes, they are not consistent throughout the school, particularly at the start of Key Stage 2. This view also supports the school's own evaluation regarding the quality of teaching. In some classes, pupils do not cover as much work and the needs of individual pupils are not always rigorously met and this results in a slowing of pupils' progress. Evidence from an analysis of pupils' work and the school's pupil tracking procedures supports this view. At the parents' meeting, a small number of parents raised concerns about how work was organised for different ability groups in some classes.

Summary of teaching observed during the inspection in 45 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 1 (2%) | 10 (22%) | 26 (58%) | 7 (16%) | 1 (2%) | 0 (0%) | 0 (0%) |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

19. Children get a good start to school in the reception class, where the quality of teaching and learning is consistently good. The teachers and teaching assistants have a good understanding of the needs of children of this age and work skilfully as a team to vary activities accordingly. This enables the pupils to achieve well and to develop very positive attitudes to learning so that they work hard. At the time of the inspection, the children had only just started attending school on a full-time basis, but their levels of enthusiasm and confidence did not make this evident. The assessment of children plays an important role in the reception class where children's progress in developing knowledge, understanding and skills is rigorously monitored.
20. As the majority of teaching is good or better, time is used well and lessons have pace. Teachers have high expectations and, consequently, pupils learn well and make good progress. Most pupils have a good understanding of what they are doing and talk confidently and enthusiastically about their work. Teachers make a point of sharing the lesson's learning intentions with the pupils and then reviewing whether these have been achieved at the end of the lesson. When teaching is less effective, too much time is spent at the beginning of the lesson discussing these objectives and introducing the main activity. Good attention is paid to the needs of individual pupils in most lessons. Work is prepared for different ability groups so that pupils work at an appropriate rate. On occasions, more effort could be made to ensure that extension activities are provided, particularly for the higher attaining pupils. When work is not prepared for different ability groups, some pupils, especially the lower attainers, or those with special educational needs, find tasks too difficult and are unable to complete work. Unhelpful comments in teachers' marking about the amount of work covered by these pupils do not support learning.
21. The support provided by teaching assistants varies through the school. In many classes, these staff contribute well to the learning by the pupils. However, teaching assistants who are less experienced or not managed well by their class teacher are less effective in supporting pupils' learning.
22. The quality of teaching in the Resource Base classes is very good and the pupils are supported effectively by the visiting speech therapist. Lessons are very well planned to meet the needs of each pupil. In addition, no opportunities are missed to develop pupils' language and social skills. Learning is very good because relationships between the adults and the pupils are very good. The pupils know that there is a high emphasis on the need to listen, to look and to concentrate on what they are doing and they all respond very well to this challenge. One art and design lesson, in the Key Stage 2 Resource Base class was excellent. This was because the teacher expertly developed interest, understanding and enthusiasm during the introduction, as she showed the pupils a very good variety of natural resources that they later used to weave. All through the lesson, the pupils listened and concentrated exceptionally well. Relevant vocabulary and personal and social skills were developed very well. On the occasions when these pupils are integrated into the main school for lessons such as music, physical education and religious education, which focus highly on the development of social skills, they are well supported by all adults who work with them and by the other pupils. This has a positive affect on their learning within these lessons and the progress they make over time.
23. The quality of teaching for pupils with special educational needs in the main school is generally good and they learn well. On the occasions when teaching is not so good, and work is not accurately matched to their needs, they do not do as well as they should.

24. Teachers are very aware of pupils in their classes who use English as an additional language. They ensure that they are provided with suitable tasks so that the pupils achieve as well as their classmates.
25. The school has a good system to track pupils' progress, as they move through the school. Staff have received training in using this information, which has allowed the school to identify pupils whose progress is causing concern and to successfully monitor and evaluate the effectiveness of teaching and learning. In addition, there are a number of scheduled assessment test and tasks through the school year, particularly in English, mathematics, science and information and communication technology. Teachers are also expected to manage individual progress files for the pupils in their class. In the remaining subjects, sufficient information is collected on pupils to ensure that teachers have a broad understanding of what they have achieved. The school's range of assessment procedures is good.
26. Other elements of assessment are not so strong. Although all work is marked regularly, this marking could be of better quality in some subjects to support pupils' learning more effectively. Marking in English, for example, is better than in mathematics because more guidance is offered to pupils. Some marking is unsatisfactory, with incorrect use of capital letters and punctuation. This does not set a very good example for pupils. The pupils' involvement in the assessment of their work is still in the early stages of development. Pupils have individual targets in English and mathematics, but these are not always referred to in teachers' marking.

The curriculum

The school provides a broad and well-balanced curriculum that meets the statutory requirements. A good range of out-of-school activities, including educational visits supports it well. The school's accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Good procedures are in place for ensuring that the planned programmes of work are delivered.
- There is some variation in the quality of curricular provision in Key Stage 2.
- The school provides a very good level of opportunity and access to the curriculum for all its pupils.
- Provision for personal, social and health education is good.
- Some parts of the school buildings impose significant curricular limitations, although these are likely to be rectified when the current extension is completed.
- The school's Resource Base provision is very good.

Commentary

27. The curriculum covers all the subjects required by the National Curriculum. The requirements for teaching religious education, sex education and drugs awareness are met. The curriculum for children in the Foundation Stage is good, with a wide variety of appropriate activities which intrigue children and extend their learning well.
28. Planning for each subject ensures full coverage of National Curriculum requirements and supports pupils' progress. In most subjects, the programmes are based on national guidance published by government bodies but, where necessary, this has been augmented by additional detail so that teachers know more precisely what to teach and when. This helps to ensure that pupils build systematically on their previous learning.
29. The headteacher, deputy headteacher and subject co-ordinators work through a strong framework for checking planning, scrutinising pupils' work and monitoring the quality of teaching and learning. These rigorous checks help to ensure that the intended programmes are accurately delivered and that agreed initiatives are properly implemented. However, there is some unevenness in the quality of curricular provision in Key Stage 2, caused by variations in teaching.

30. The school has responded satisfactorily to the demands of the Code of Practice for special educational needs, but there are weaknesses in the procedures for identifying pupils. The acting special educational needs co-ordinator and the headteacher have recently drawn up new guidelines, which will begin to address this issue. The pupils who are identified now have individual education plans that generally contain clear targets. The acting-co-ordinator has worked hard at developing these this term. This is a recent improvement. Reviews are held and parents are regularly informed about their children's progress. Satisfactory documentation is kept on all identified pupils, but teachers' files do not all contain up-to-date information.
31. The provision for the pupils in the Resources Base is very good. Each pupil receives a carefully prepared curriculum, which is tailored to his or her specific needs. Reviews are completed regularly, and parents are well informed. Most pupils work in the Resource Base classes to develop basic literacy, numeracy and science skills. One pupil who works in the main school during numeracy lessons is well supported. Where possible, pupils are integrated into the main school to take part in lessons which promote and develop social skills. Provision for pupils during these lessons is generally good and sometimes very good. All pupils in the Resource Base have the option to take part in out-of-school activities offered to the pupils in the main school. For example, two pupils have recently taken part in a residential visit offered to older pupils. The inclusion of pupils from the Resource Base both benefits the pupils concerned and raises understanding amongst pupils in the main school. Staff are sensitive to the personal circumstances and characteristics of each pupil and each one is made to feel valued.
32. All pupils are given very good access to the curriculum and the school is committed to providing an education which meets the particular needs of each of its pupils. The dedication and hard work of teachers and support staff creates a purposeful and secure environment with equal opportunity for every pupil. Where appropriate, lessons contain separate activities designed specifically for the higher and lower achievers. Pupils with special physical, emotional or educational needs are fully incorporated into the life and work of the school.
33. There is a good level of creative and innovative curricular development designed to enhance achievement, raise academic standards and promote personal development. A positive and productive culture is central to this thinking and everyone associated with the school, including, where appropriate, pupils, is consulted and involved in the process. Careful preparation and specific staff training ensure that each new initiative is introduced with thoroughness and professionalism. Initiatives to improve the provision for information and communication technology, handwriting and speaking and listening skills illustrate this approach.
34. The curriculum is enhanced by a good range of after-school activities made possible by the efforts of staff, parents and friends. A good range of extra-curricular activities embraces artistic, musical, sporting, computer, environmental and other clubs. All pupils benefit from the regular visits to places of educational interest, including the residential visits, by specialist visitors to the school and by sporting initiatives with the local secondary school. Older pupils begin to learn French whilst musical instrument tuition, productions, performances and school assemblies provide further opportunities for pupils to develop self-confidence and a range of talents. Pupils are very keen to participate in these activities. The 'Life Skills' programme provides good opportunities for pupils to experience a range of themes and topics and to develop greater awareness of community, citizenship and culture as well as moral and social aspects.
35. The provision for pupils' personal, social and health education is good. The programme is clearly defined and is delivered with sensitivity and challenge. Wide-ranging discussions embrace topics of importance to pupils' understanding and needs. Consideration of relationships, responsibilities and feelings exemplify this approach. The school's programme for health education includes the required emphasis on the importance of diet and harmful substances. Sustained efforts are made to develop pupils' self-esteem, to enrich their experiences and to develop them as capable, responsible people.

36. The curriculum is not modified to take account of the needs of pupils who use English as an additional language and there is limited specialised support available while they are in the early stages of learning to use English. However, they receive good support in class.
37. Preparation for each stage of education is good. Teachers liaise closely to ensure that the curricular and other needs of pupils are considered when pupils enter the school and when they move between classes and key stages. There are good links with the secondary school, which help to ensure that pupils' educational, social and emotional needs are considered and that pupils' progress is maintained.
38. There are sufficient teachers and support staff to meet the needs of the curriculum. Their professional development is carefully planned and is properly related to both individual aspirations and school priorities. A good partnership exists between teachers and support staff and between teachers working within a 'job-share' arrangement. The cost of long-term absences has recently impacted adversely upon financial planning.
39. Teachers and pupils occupying the temporary classrooms have to work in cramped and inconvenient conditions. This restricts movement around the rooms, limits the flexibility of organisation and impedes practical activities. The major building work, that is now nearing completion, should rectify the curricular limitations this imposes. Accommodation was a key issue in the previous inspection and, within its powers, the school has worked hard to improve the facilities as exemplified by the creation of a computer room and a spacious library.

Care, guidance and support

Procedures to ensure pupils' welfare and safety are very good. The support, advice and guidance provided for pupils are satisfactory. There are good arrangements for seeking pupils' views.

Main strengths and weaknesses

- The school provides a high level of care.
- Induction procedures are very good.
- The pupils' involvement in decision making through the school council.

Commentary

40. There are very effective arrangements for the care and welfare of pupils. From the time children commence their education in reception, they are looked after well and this approach continues through every stage of their school life. The school ensures that it adheres to good health and safety arrangements and this has been most evident during the recent building work. In this regard Charborough is well served by the chair of the governors' buildings committee who works in the construction industry. Every effort has been made to ensure that children are safe at all times whilst keeping disruption of their education to a minimum. There are regular meetings with the site manager, of whom the school speaks very highly. Any concerns have always been addressed very quickly. During the building work, fire drills have been regularly carried out to ensure that staff and pupils are aware of the secondary fire exits. Child protection arrangements are also good and are backed up by a dedicated staff who provide a secure and caring environment where pupils feel happy and secure.
41. Arrangements for the induction of children into the school are very good. Planning begins in December, when children, who are due to start in the September of the following year, are invited to attend the Christmas performance. During the spring and summer terms they are invited to other events in the hall including a physical education taster session and pupils in Year 5 run an after-school club for the new intake. Parents attend a formal induction evening when administrative arrangements are explained to them. They are also invited to join events run by the Friends' Association. All of this occurs before their children start in September and the regular contact means that, by the time they arrive, children are familiar with their new environment. The actual start in September is phased over the first couple of weeks and, during this period, teachers meet with parents to find out how their children are settling to

school life. Home visits will also be carried out where appropriate, all of which makes for very good procedures.

42. The adults that work in the Resource Base are extremely aware of the needs of the pupils in their care. Liaison is very good between all adults. This results in the pupils being very well cared for both inside and outside the classroom. Outside agencies such as the speech therapists are used well to support these pupils.
43. The headteacher tracks the progress of all pupils including those with special educational needs. Some teachers do not always use this information accurately when they plan lessons.
44. The way in which the school seeks pupils' views through the school council is good. Interviews with pupils confirm that they value its contribution and are an indication that the school takes the council's suggestions very seriously. The headteacher is particularly pleased with the way pupils have demonstrated a mature and committed attitude to their roles as councillors and that they are now at the stage where they can be left to chair the meetings themselves and prepare their own agendas. The council has been influential in a number of areas, including improving the catering arrangements, having mirrors and air fresheners fitted in the toilets, and in providing musical instruments for pupils to play during break times.

Partnership with parents, other schools and the community

The school has established very good links with parents. It has established good links with the community and other schools and colleges.

Main strengths and weaknesses

- The support provided by the parents.
- There is a proactive parent body.
- The links with local businesses are very good.

Commentary

45. Parents are very happy with the school and the way it relates to them. This starts with the induction in reception where parents are made to feel welcome and are encouraged to get involved in the life of the school. On a daily basis, parents are welcomed into the playground where they have the opportunity to talk to their class teachers in an informal setting. Every month there is parents' morning where parents can meet one another over coffee and talk to either the headteacher or the chair of the Friends' Association. The school has also recently established a home-school parent co-ordinator to act as further link. This work shows how serious the school is to develop very good parental links and it marks an improvement on the previous inspection when some parents expressed concern about the approachability of the school. To this informal contact is added regular newsletters, curriculum workshops and worksheets and in the resource of a home-school diary. There are termly parents' evenings to ensure that parents are fully aware of the progress their children are making and parents of children with special educational needs are seen regularly to discuss their children's action plans.
46. Parents of pupils who use English as an additional language are welcomed into school and interpreters are available in discussions, although no arrangements are made to send letters and information in home languages.
47. All pupils in the Resource Base have home-school books, which provide daily links with the school and home. They are particularly useful because many of these pupils travel to school by bus or taxi. Parents are well informed and are made welcome into school at all times. There are good links between the school and the local secondary Resource Base, to which many of the pupils transfer.

48. The school is fortunate in that it has a very supportive parent body exemplified by the Friends' Association, of which there are over 30 committee members. During the 2003/04 academic year, they raised over £5000; the money being used to fund curriculum resources, theatre group visits, and arts and sports weeks. Further evidence of the support given by parents is provided by the way they help out in school, supporting reading, cooking, arts and crafts, netball and football.
49. The links which Charborough Primary has established with local businesses are very good and provide a valuable contribution to the work of the school. Through the maths partner scheme, 'Airbus' graduates visit the school each week to play maths games with less confident pupils in Year 5. The school also took a group of pupils in Year 5 on a tour of the 'Airbus' factory to give them an impression of what it is like to work in a large manufacturing company. Pupils have been invited into the local 'B&Q' store to work on design and technology projects. In addition, staff from 'AXA Sun Life' gave up time to help improve the outside environment and conservation area. Further improvements to the outside environment are planned once the building work has been completed.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The headteacher provides very good leadership. Governance of the school is good. The school fulfils all of its statutory requirements.

Main strengths and weaknesses

- The headteacher's very good leadership ensures that the school is reflective about its practice and looks to continually improve standards and the quality of education.
- The subject co-ordinators for key subjects such as English, mathematics, science and information and communication technology provide good leadership and management.
- Very good leadership and management are provided by the teacher in charge of the Resource Base.
- Governors' involvement in the school's strategic development is very good.

Commentary

50. The majority of parents believe that the school is led and managed well and the inspection team would support this view. At the parents' meeting it was agreed that the ethos of the school has become more positive under the current headteacher and that there had been significant improvements in the 'look of the school'. Parents also appreciate that they are regularly consulted on issues and asked their opinions. The headteacher provides very good leadership. She has high expectations and is not afraid to make difficult decisions if aspects of the school are not as good as they should be. This was seen when she initiated a review of the school's provision by the local education authority after the disappointing 2003 national test results. The outcomes of the review reinforced the developing self-evaluation process that the headteacher had begun after her appointment. Rigorous self-evaluation is now very much part of school culture. The successful development of the subject co-ordinator was part of this. The school's timetable for the monitoring and evaluation of teaching and learning is impressive, with all key staff now involved. Although teachers admit that they found the intensity of this daunting to start with, they now accept and enjoy it as part of the development of the school. Although there is still work to do, the open and frank evaluation has contributed very well to the good quality teaching and learning found at the school.
51. The school functions effectively on a day-to-day basis, as a result of good management. The very successful and rigorous monitoring of pupils' achievement is central to what happens in the school and contributes well to the school's evaluation of its practices, particularly in teaching and learning and the quality of education provided. The majority of key staff are impressive in their leadership and management of subjects or aspects of the school. They are clear about their responsibilities and know that their leadership will be effectively supported and encouraged by the headteacher. The school's strategic development is clearly identified through the school development plan that was produced by both staff and governors. Subject

co-ordinators played a key role in developing action plans for their subjects which have contributed to the recent improvement in standards.

52. The management of the Resource Base is very good. The co-ordinator is an excellent practitioner who is very aware of the specific curriculum that is needed for these pupils to learn. All adults, in the Resource Base and the main school, work very well together to achieve this. This consistent approach to learning that is very well established enables the pupils to integrate well into mainstream classes when it is appropriate.
53. The acting co-ordinator for special educational needs effectively identified some weaknesses in the school's provision. As a result, during her one day-a-week in school, she is successfully developing identification procedures and the quality of the information the teachers keep on pupils with special educational needs. There are no monitoring procedures to specifically monitor the quality of teaching and support for pupils with special educational needs. This weakness affects the achievement of some pupils.
54. The governors make an effective contribution to the running of the school. They have a good understanding of what the school does well and areas for development. They have a good working relationship with the headteacher, are supportive, but not afraid to make difficult decisions or challenge what is happening in the school. They have been very involved in the recent developments at the school, particularly with the improvements in the accommodation. The previous inspection was very critical about the role of the governors in the school development planning process and its evaluation. This is no longer a weakness. They are now actively involved in the development plan production and receive information on its effectiveness from a variety of sources, including specific reports from subject co-ordinators. All governors have a subject link and many visit the school regularly, often to sit in on lessons. The governing body is fully involved and informed on curricular matters. It has approved an appropriate policy for the teaching of sex education and matters relating to health education are given considerable emphasis.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 695,192 |
| Total expenditure | 711,289 |
| Expenditure per pupil | 2,684 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 22,089 |
| Balance carried forward to the next | 5,992 |

55. The financial management of the school is good, as a result of the work by the headteacher and governors, and the support provided by a local authority finance officer. Governors meet their statutory requirements to agree and regularly monitor the school budget. Although contingency funding is currently below the recommended levels, the school and governors have a secure understanding of future developments and the financial implications. Governors have a good understanding of the levels of funding the schools receives in terms of a national picture and consider their spending decisions carefully, whilst looking for best value from the services and support that the school receives.
56. The most recent audit report undertaken at the school made a number of recommendations about the day-to-day control of finances and the school's administrative arrangements. All of the recommendations have been fulfilled.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the reception class at the start of the year in which they become five, initially for mornings only and then full time after three weeks. Attainment on entry varies from year-to-year between average and a little below. This year, children's attainment is average when excluding the children in the Resource Base. Teaching is good and often very good, and the curriculum is matched well to children's needs. A wide range of interesting and relevant activities including a judicious balance between formal teaching and opportunities for purposeful play ensure that children learn well from their own experiences. Adults form an experienced, close-knit team who provide a warm, stimulating atmosphere in which children feel happy and confident. The two part-time teachers work seamlessly together. Children settle quickly, respond positively to the adults' high expectations and achieve well. Children who use English as an additional language are supported well throughout the day and make rapid progress in acquiring a deepening understanding of the language. Most children this year will have attained the expected standards when they start Year 1 and many will exceed them in some aspects. Provision indoors has been maintained since the previous inspection and good improvement has been made to the outside play area which now forms an important part of the children's learning environment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good and children show very mature and happy attitudes.

Commentary

57. Staff quickly establish regular routines and form very good trusting relationships with children. Adults share consistently high expectations and children respond positively so that right from the start there is a purposeful atmosphere. Children quickly develop good social skills. They are polite, listen to adults and each other increasingly well and start to interact in a mature way. Already children recognise which group they are in and where they sit on the carpet, are confident to choose their own activities and work purposefully even when not supervised. Very good teaching is enabling children to achieve very well in their personal, social and emotional development and many will exceed the expected goals before the end of their year in reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good.
- Children are learning to listen carefully and to speak clearly and coherently.
- Activities are interesting and are matched well to children's needs.
- An early emphasis on recognising sounds and on writing them is resulting in good achievement.

Commentary

58. Teachers report that children found it hard to listen at first. After three weeks in school, this is no longer so. Children now listen intently to adults in lessons because they find the topics interesting. They are eager to join in and to comment. This means that speaking skills are developing fast and many children talk confidently and clearly in simple sentences. A few still

lack confidence to speak within large groups. Many understand how books work and 'follow' the text when listening to story tapes or 'read' to themselves in the book corner. Children are learning to recognise initial sounds. Teachers have high expectations that they will learn a new sound every day, and many children remember clearly and are delighted when they hear a word starting with a sound they know. They enjoy making the form of each new letter carefully in different ways. Many children recognise their name and several can write it. The good teaching ensures that many children will attain the expected goals and that several will work beyond them in some aspects of communication, language and literacy by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching is promoting children's mathematical development well.

Commentary

59. The teachers provide a good range of mathematical activities which delight the children. Children's progress is noted regularly and assessed to ensure that activities are extended and changed to take children's learning further. Many children already count to 10 and are confident to try counting beyond. Nearly all children know the order of numbers to 10 and recognise their shapes. In their play, they count building blocks and use their growing awareness of the names of different shapes. They start to recognise groups of two or three objects and the higher attaining children take away one or two from a small number. Children start to understand and use mathematical vocabulary correctly such as 'thick', 'thin'; 'straight', 'curvy'. The quality of teaching and learning is good and many children will exceed the expected goals by the time they start Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide a very wide range of interesting activities.
- Teaching is very good.

Commentary

60. Children enter reception with knowledge at generally expected levels. The teachers provide very good opportunities for children to have a rich range of experiences. For example, during the inspection, both a dentist and a doctor visited the class, demonstrated how various instruments were used, and talked to the children, very simply, about promoting good hygiene practice. By the end of the session, children knew where their hearts were, simple information about blood transfusions, how to clean their teeth, and what foods were good and bad for their teeth. Throughout, the teacher skilfully added comments and asked questions that stimulated and extended children's thinking and knowledge. The planned topics provide a well-balanced range of themes which extend children's basic scientific knowledge, their growing understanding of the changes that occur over time, and give them opportunities to widen their knowledge of their immediate locality. Children have regular opportunities to use computers, and information and communication technology skills are developing well. They also celebrate different religious festivals and start to know some stories from the Bible. Most children will attain the expected goals by the end of the reception year, and some will attain beyond.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Physical education lessons are taught very well.
- Children are provided with good opportunities to develop manipulative skills, such as using scissors.
- The outside area is used well for additional classroom activities, but there are limited opportunities for children to play with large wheeled toys or to climb over, under or through apparatus.

Commentary

61. Children have generally average physical skills when they enter the reception class and, with very good teaching, achieve very well in physical education lessons. They are already able to choose skipping, jogging, jumping and skiing actions appropriately in response to music and they notice the increase in their heart beats after exercise. Good teaching of early hand control, such as using scissors or their fore finger to form letters, is ensuring that children are confident and are developing these skills well. In addition there are ample opportunities for them to paint, draw and play with 'Play-dough' using a variety of tools.
62. During the inspection the outside area was used well as an extension of the classroom, but there were fewer opportunities for children to play with large wheeled toys or to use large apparatus for climbing. Most children will attain the expected level by the end of their year in reception and many will attain beyond in some aspects.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good and good opportunities are provided for creative play and the development of appropriate skills.

Commentary

63. Teachers give children an interesting range of experiences. The classroom has colourful displays of attractive paintings and individual collage pictures. Children enjoy singing and are starting to build a wide repertoire of songs. Staff involve themselves well in children's role play and, through skilful comments and questions, develop good imaginative play which in turn develops speaking and social skills well. The majority of children will attain the expected goals by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement in both Key Stages 1 and 2 is good.
- Pupils in Year 6 are on course to achieve overall standards in speaking, listening, reading and writing that will be above the national average by the end of the key stage. In Year 2, standards for speaking, listening and reading are above average, with those for writing similar to the norm.

- Teaching is good in both key stages.
- The co-ordinators provide good leadership and management.
- The procedures for assessing pupils' progress are good. This information is used well to identify strengths and weaknesses in the English programme and to monitor individual achievement.

Commentary

64. Pupils in Key Stage 1 achieve well in relation to their capabilities. This is because teaching is consistently good and teachers provide a range of tasks that ensure that pupils are working at a level that is properly suited to their capabilities. Achievement in Key Stage 2 is also good. Skills such as spelling, grammar, handwriting and punctuation all developed systematically in both key stages. In all parts of the school, lower attaining pupils do well in relation to their prior attainment due to the careful match of work to their needs, the sensitive support from teachers and from teaching assistants and the accurate recognition of what is required to help them improve. Other pupils, including higher attainers, are suitably challenged and they also advance well.
65. The confidence and complexity of pupils' spoken language develops strongly through the school so that, by Year 6, the majority speak with a confidence and clarity that is above that normally found. Higher attainers are able to engage the listener using creative ideas and a wide vocabulary. Almost all listen attentively and thoughtfully.
66. In reading, a higher than average proportion of pupils in their final year is able to read difficult text fluently, to analyse plot and character and to make inferences beyond the literal meaning of the text. Most discuss what they have read with obvious enjoyment and often with insight. A group of pupils in Year 6, for example, were able to offer mature opinions on the relative qualities of a range of well-known authors.
67. The range of writing for different purposes is good and the ability to use descriptive language is well developed. Thus, pupils in Year 5 described a monster with a 'fierce, hard tongue and yellow teeth' and 'fangs that dripped poison'. Pupils' overall ability to organise and develop narrative in a logical and sustained manner is above that typically found by pupils in Year 6. The emphasis upon interpretation of text, a 'feeling' for language and the use of expressive prose makes a good contribution to the spiritual development of pupils. Describing water for example, pupils in Year 6 used phrases such as 'ponderous splashes' and 'rippled calmly'.
68. Teaching is good at both Key Stages 1 and 2, despite some variation. Very good relationships exist within the classrooms and teachers provide tasks which ensure that pupils are working at a level that is properly suited to their capabilities. Most have a good knowledge of the subject, manage the pupils well and employ a range of interesting techniques in their lessons. This has the effect of motivating the pupils and promoting good levels of achievement within the lesson. Good quality planning means that understanding and skills are built methodically, although learning intentions for specific lessons are not always defined with sufficient precision. In all parts of the school, the teachers and teaching assistants work effectively as partners and provide sensitive and helpful support.
69. The subject is led and managed well. The co-ordinators have a clear understanding of their role and maintain a sharp focus on raising standards. Extensive measures are in place to ensure that agreed initiatives are introduced with consistency and rigour and these do much to promote higher standards.
70. A good range of formal assessments and teacher evaluations are used to assess pupils' progress. The school has made good use of this information to analyse the strengths and weaknesses of the English curriculum. As a result, initiatives to strengthen the programme and to raise standards have been thoughtfully introduced. Changes to the speaking, listening and writing programmes and additional help for identified groups exemplify this approach. The measures to improve the English curriculum are driving up standards and achievement. The setting of specific targets for groups and individuals provides clear goals for pupils to improve their skills. Teachers' marking of pupils' work is of a good standard and provides helpful and

constructive comments that suggest clear ways in which the narrative can be improved. This provides immediate and clearly understood guidance for pupils and contributes positively to their achievement.

71. The previous inspection was generally positive in relation to English although it criticised planning and the range of books in the library. Planning is now good, a spacious library has been created and the stock of books improved. In addition, the school has responded well to the changing demands of the subject and standards are improving. Overall, the school has made good improvement in its provision for English since the time of the last inspection.

Language and literacy across the curriculum

72. The use of literacy skills in other subjects is satisfactory. In history, for example, pupils write with empathy and imagination about events in the past such as life in the Ancient Greece. In geography they envisage the lives and feelings of people in a developing country such as India. The more formal recording of their work in science, and summarizing key points in religious education texts, are other examples of how writing is employed to take a particular subject forward whilst also focusing on approaches to improve literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average for the pupils in Year 6.
- Achievement through the school is good overall, although there are some inconsistencies.
- Teaching and learning are good.
- The subject co-ordinator provides good leadership and management.
- The school's tracking procedures enable pupils' progress to be monitored very carefully.

Commentary

73. Most pupils achieve well in mathematics as a result of good teaching and learning. For a small number of pupils, achievement is not so good because teaching is less effective. Standards at the end of Key Stage 1 are average, and at the end of Key Stage 2 they are above average. National comparisons were not available at the time of the inspection, but the 2004 national test results show a marked improvement on 2003. The school targeted mathematics after the disappointing 2003 results and its initiatives have been successful in raising standards. The subject is popular with the pupils. In discussions with pupils in Years 2 and 6, many of them identified mathematics as their favourite.
74. The teachers successfully use the recommendations of the National Numeracy Strategy. Lesson objectives are clear, and discussed with the pupils, so that they have a good understanding of what they are doing. Previous learning is evaluated and an appropriate amount of time is spent in most lessons on developing the pupils' skills in mental mathematics. Main activities are explained carefully with questions directed thoughtfully to the whole class, groups or individuals. Teachers, who encourage the pupils to do the same, use mathematical vocabulary, carefully and precisely. When pupils start work on the main activity, the range of ability found in most classes is considered carefully so that pupils are given levels of work that are appropriate to their needs. Some groups work successfully by themselves showing good levels of independence, whilst others are supported by the class teacher or teaching assistants. These groups often achieve very well during this part of the lesson. Most of the teachers are alert to what is happening when their pupils undertake group work and are quick to assess pupils' progress and ensure that all pupils are involved and being challenged. Lessons end with a successful summary of the main teaching points. Pupils contribute well to this process, talking about what they have done and identifying successes and challenges. The pupils listen to each other and the teacher well, as the lesson is evaluated.

75. Where teaching is less effective, many of the above characteristics are not developed as effectively. Pace is often lacking and too much time is spent introducing the lesson and explaining what the pupils are going to do. Most of the talking is undertaken by the class teacher and too little time is spent questioning and discussing the mathematical concept or skill that is being developed. Teachers' marking is not a strength of the subject. Although in some classes it does make reference to lesson objectives, or the pupils' individual targets, this is inconsistent. Too often, marking provides insufficient information for pupils to move on to the next stage of learning or any direction on how to correct errors. Some of the marking is unsatisfactory. In some classes, there is an over-reliance on worksheets, which does not promote good notation. Some of the pupils' presentation in their workbooks is poor.
76. All higher-attaining pupils from each class are given an opportunity to work with a well-qualified teaching assistant in a 'more-able' maths group, once a week. Their work is linked carefully to the weekly class theme and they are provided with an additional opportunity to extend and develop their knowledge through challenging activities. This is a positive feature of the school's mathematics provision and also contributes to raising standards.
77. The subject is led and managed well by the subject co-ordinator who is a very good classroom practitioner. The action plan for mathematics and the initiatives that developed from it, have contributed well to improving standards and the quality of education. The procedures in place to track pupils' individual progress are good. The school is well placed to identify pupils who are making insufficient progress and so review their teaching and provision accordingly. The subject has improved well since the school's previous inspection.

Mathematics across the curriculum

78. Mathematics is developed appropriately across other areas of the curriculum in subjects such as science, information and communication technology and design and technology. Teachers attempt to make links to other work when introducing different mathematics topics and prominent mathematical displays in classrooms often introduce pupils to other curriculum links. As part of the school's very good links with industry, employees from a local company, play maths games with less confident mathematicians in Year 5 at lunchtimes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Leadership is strong and knowledgeable.
- Good teaching and learning are found in the majority of lessons.
- Some aspects of assessment are under developed.

Commentary

79. Standards at the end of Year 2 have improved since the previous inspection. Teachers' assessments indicate that the number of pupils who attain beyond the expected level is now regularly above average and is sometimes well above. Pupils in Year 2 this year are likely to attain at similar levels. Analysis of their work from last year and their progress files, together with very early evidence from this year confirms that many pupils already attain at the expected level and that their understanding is good. This indicates good achievement. There was no lesson timetabled for Year 2 during the inspection. Pupils in a very good lesson in Year 1 achieved very well, and the majority showed above average ability to make sensible predictions and to record findings about similarities and differences between children in the class.
80. Standards have fluctuated at the end of Year 6 in recent years, but the most recent results show a very high number of pupils attaining above the 2003 average, which represents an improvement since the last inspection. It is likely that results will be high again this year because very well focused teaching is already ensuring that pupils are learning how to think

scientifically.

81. Teaching during the inspection was usually good or very good. Lessons were carefully planned and learning intentions were shared with pupils so that they knew exactly what they were going to do. There was good emphasis on scientific investigation. Teachers had high expectations and organised interesting activities that challenged and enthused pupils to concentrate hard and achieve well. Technical vocabulary and the encouragement of specific skills helped pupils to channel their thoughts clearly and to make good progress in understanding. In a lesson where teaching was satisfactory, the initial pace of the lesson was slow so that some pupils lost interest and the class as a whole only made satisfactory advance in understanding. The marking of work, both last year and this, is adequate, but rarely extends pupils' thinking.
82. The experienced and enthusiastic co-ordinator is newly in post and is breathing new life into the subject. National test results have been analysed and changes made to the curriculum for older pupils. The curriculum ensures good emphasis on investigation and increasingly pupils are encouraged to think for themselves. Assessment arrangements are satisfactory but the use of the individual targets mentioned in end-of-year reports is an area for further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- In many classes pupils achieve well as a result of good teaching.
- The subject is led and managed well by the subject co-ordinator.
- The monitoring and evaluation of teaching and learning is good.
- Information and communication technology contributes well to the pupils' personal development.

Commentary

83. Pupils are achieving at least expected standards at the end of Years 2 and 6. In all of the lessons observed during the inspection, teaching and learning were good and pupils made good progress. By the end of the current academic year, a number of pupils in Years 2 and 6 may exceed the levels expected of them, as a result of good teaching in these year groups. As there was only a limited sample of pupils' recent work there is insufficient evidence to judge whether pupils' achievement is consistently good across the whole of the school. Achievement is at least satisfactory.
84. The school's information and communication technology suite is cramped, but best use is made of the provision and pupils work well in sometimes, crowded conditions. In all of the five lessons observed during the inspection, pupils showed good attitudes to learning and were well behaved. They shared equipment sensibly, took turns in using the hardware and discussed their work maturely. The teachers' very high expectations regarding behaviour also contributed to this strength.
85. During the inspection, teachers showed good subject knowledge and were confident with information and communication technology. Lessons were well organised and conducted with sufficient pace to allow pupils to learn well. Time was not wasted. Although most lessons were not specifically organised for different ability groups, teachers were aware and prepared to extend higher-attaining pupils who achieved lesson objectives more quickly. Teachers and teaching assistants interacted well with the pupils offering support and ideas to some and encouragement and challenge to others. Teachers were also good at promoting language specific to the subject and reinforcing this during the lesson.
86. The subject is led and managed well by the subject co-ordinator. She has good subject knowledge, a clear vision of how the subject will develop in the school and has put together a

comprehensive action plan to drive the subject forward. Through her monitoring and evaluation of teaching and learning, she has a good understanding of what the school does well and what needs to be done for the future. The developing assessment procedures allow teachers to understand the level at which pupils are operating in the subject. However, the procedures are not yet having a direct impact on lesson planning so that different elements of work are produced for different ability groups.

Information and communication technology across the curriculum

87. The use of information and communication technology across other areas of the curriculum is an area for development identified by the school. A good start has been made towards this and each class has an allocated time each week in the information and communication technology suite to use the subject to support other areas of the curriculum. Classes were observed using the Internet for research and the pupils in Year 6 spoke confidently about how information and communication technology was supporting their work in history. During the inspection, little use was made of the classroom computers, although pupils spoke about using these for mathematics games and word processing.

HUMANITIES

Geography and history were not part of the inspection focus, therefore, no substantive judgements are made on provision. Discussions were held with pupils in Years 2 and 6 and the school provided work samples for scrutiny.

88. The available evidence suggests that both subjects are satisfactory and that pupils have very positive attitudes to the subjects. In **geography**, for example, pupils in Year 2 understand simple maps, follow routes and identify key features. They compare their own locality with that of Clevedon and to show a satisfactory awareness of places beyond this country. Similarly, the indications are that the standards achieved by pupils in Year 6 are broadly in line with those expected. Pupils understand scale, keys and grid references in relation to maps and are suitably informed about environmental issues. They can compare life in Filton with that in places such as Poole and an Indian village. In history, pupils display typical knowledge and understanding of various periods in the past such as the Victorian Age and Ancient Greece.
89. In **history**, Pupils in Year 2 recognise changes that have taken place over time; for example in children's toys and in playground games. They discuss some famous people from the past, such as Florence Nightingale and Samuel Pepys, and relate these lives to some important contemporaneous events.
90. **Geography** and **history** are delivered through a series of topics delivered over the course of a key stage. The topics are planned so that a suitable balance between the two subjects is maintained. The current guidance to help teachers plan their lessons provides a sound basis for the content and the systematic development of the programmes. In addition to factual knowledge, geographical and historical skills such as map-work and the nature of historical evidence are given due emphasis. Research, visits and the use of the Internet usefully supports this balance. Senior staff check provision through a manageable structure and this provides a good overview of learning and standards.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Visits and visitors invited into school enrich the provision for religious education.
- Some good teaching was seen in Year 6.
- Work is not always matched well to the needs of lower-attaining pupils.

Commentary

91. At the end of both key stages, standards are as expected. This is similar to those reported in the previous inspection. The school has addressed the issue from the previous inspection of too little time being allocated to religious education. Judgements on standards and teaching were determined from observing two lessons in Years 2 and 6, an analysis of pupils' previous work and discussions with pupils. Teaching is satisfactory.
92. Discussions with pupils in Year 2 clearly show satisfactory levels of achievement, as they talk about Christianity. They speak enthusiastically about visiting a church and naming what they saw and how the local minister comes into school and talks to them in assembly. However, their understanding of different religions is limited and most pupils have difficulty remembering what they have covered. Previous work indicates that they have looked at special people in their lives. In the one lesson seen in Year 2, pupils learnt about the life of St Frances and why he was special. Teaching was judged to be satisfactory in this lesson. By the end of the lesson most pupils had a sound understanding of the life of St Frances. However, although there were good opportunities for pupils to work together, as they acted out the story, speaking and listening skills, were not promoted well by the teacher. Pupils in Year 6 show sound knowledge and understanding of the topics that they have covered. They speak satisfactorily about different religions such as Hinduism and Islam and the festivals associated with these religions. In addition, pupils know that the Bible and the Qu'ran are the holy books related to Christianity and Islam. In the one lesson seen in Key Stage 2, teaching was judged to be good. Pupils in Year 6 learnt the reason for stained glass windows in churches. In this lesson, literacy skills were well promoted as the pupils worked amicably together as they highlighted text to identify the four main parts of a Bible story. Planning was good and showed that in their next lesson the pupils were going to change their text to pictures as they make stained glass windows.
93. In both key stages, there are examples of pupils of all abilities being given the same task. When this happens, lower-attaining pupils, in particular those who have difficulty acquiring basic writing skills, are given work that is too difficult for them. In addition, literacy skills are not always well promoted and written work is often untidily presented.
94. The co-ordinator has completed some monitoring of planning and sampled work produced in some classes. A new agreed syllabus for religious education has recently been sent to the school. The co-ordinator is beginning to link this with the school planning. In addition, she has completed some monitoring of planning and looked at work produced in some classes. However, although teachers assess how well the pupils are doing, the co-ordinator does not collate these assessments. As a result, she has no clear idea of standards throughout the school. This is a weakness in the management of religious education. Resources for the subject are in the process of development. They are satisfactory but the co-ordinator has identified the need to develop information and communication technology resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were not a focus for the inspection and there is not enough evidence to report on them fully. A limited number of lessons were observed, samples of pupils' work were analysed and discussions about the subjects held with pupils in Years 2 and 6.

95. Although overall teaching judgements could not be given for **design and technology** or **art and design**, there is enough evidence to judge that at Key Stage 1, teaching of **art and design** is good. Classes were managed well and skills related to drawing portraits and mixing colours were promoted well by the teachers. Pupils in Year 1 had good opportunities to develop an understanding of the work of famous artists as they discussed the tones of green in Monet's painting of water lilies. In Year 2, pupils satisfactorily composed and developed self-portraits. In all lessons seen in Key Stage 1, pupils enjoyed what they were doing and behaved well. Taking into account these lessons, displays around the school, and discussions with pupils in Year 2, standards were judged to be as expected by the end of Year 2. In the one **art and design** lesson seen in Key Stage 2, pupils in Year 5 showed a satisfactory understanding

of three-dimensional art, as they spoke about the Greek pots they were making. This lesson linked well with their history topic on the Ancient Greeks. The teacher gave the pupils good opportunities to develop their designs, before painting the papier-mâché Greek pots they had previously made. The pupils work enthusiastically as they mixed colours that the Ancient Greeks would have used. The teacher interacted well with individuals, gave clear instructions, and dealt well with challenging behaviour from two boys. Standards in this lesson were judged to be as expected for the age group and the teaching was good.

96. During discussions, pupils in Years 2 and 6 revealed their great enthusiasm for both subjects, but spoke in a limited way about what they had done previously in **design and technology**. The extra-curricular art club for pupils in Years 5 and 6 supports the subject well. Pupils in Year 6 spoke very enthusiastically about how much they enjoy attending this club. All artwork in the school is well displayed and shows that adults value and are proud of the pupils' achievement in art and design.
97. The two **music** lessons seen were both characterised by good planning and clear objectives, which were shared with the pupils. Good relationships between pupils and teachers, combined with stimulating activities, ensured that pupils worked hard and achieved well. In a class recorder lesson, good teaching techniques enabled pupils to learn a new tune in the space of a few minutes despite this being only their fourth lesson. Pupils from the Resource Base were very well integrated and performed very carefully. Pupils sing sweetly and with clear enunciation in assemblies. The school encourages pupils to learn instruments and identifies musical provision as a strength of the school.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Leadership in the subject is very good and the curriculum is wide and interesting.
- Pupils often perform above the levels typical for their age.
- Teaching and learning are usually good, or very good, but there are some fluctuations in the quality.
- After school sports clubs play an important role in raising standards and maintaining pupils' enthusiasm throughout Key Stage 2 for all forms of physical activity.

Commentary

98. The school is justly proud of pupils' achievement in physical education. Very clear, well focused leadership has ensured that throughout the school pupils are encouraged to enjoy physical activities. The wide range of after-school clubs enables older pupils to learn techniques from experts and to understand how to perform as members of a team. There are plans to include younger pupils in some clubs after Christmas. A sports week for pupils in Years 1 and 2, last year, generated enormous enthusiasm and developed early skills well. The previous inspection did not include a judgement on standards at the end of Year 2. These are now often above the levels seen in other schools.
99. During the inspection, good and very good teaching was based on detailed planning with clear learning objectives, which the pupils understood, and which they were able to attain by working hard. An interesting range of appropriate activities was introduced and practised at a good pace, which ensured that pupils were interested and enthusiastic. In a very good lesson, a judicious mix of demonstrations and explanations constantly inspired and extended the pupils further. Pupils worked in twos, then threes, and finally in teams, all the time practising some skills and adding new ones. Together, these strategies enabled pupils to achieve well and in some cases very well, as they compared their performances. Relationships between pupils and teachers were very good. In a less successful lesson, where a slow pace allowed inappropriate behaviour by a few pupils, performance was generally at expected levels.

100. The co-ordinator has high aspirations and a clear overview of the subject. Rigorous monitoring of lessons and planning, together with individual assessment of all pupils enables him to be aware of strengths in the subject and also areas for further development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **good**.

Main strengths and weaknesses

- The fostering of the principles and values of citizenship is good. Citizenship makes a strong and central contribution to the culture of Charborough Primary School and its ideals are present in every aspect of school life.

Commentary

101. The principles and values of citizenship are developed to a good degree. It is a strength of the programme that the associated values are integral to the life and work of the school. They are manifest in the very good relationships that exist, and in the very good role models that adults present. Very real responsibility is given to pupils in this process. They formally exchange views, through representatives on the school council, and are genuinely consulted about initiatives and proposals. They are able to make real choices, as in deciding matters relating to playground activities and the food provided by the school. This involvement helps to foster a knowledge that this is 'their' school, as well as building a sense of responsibility and involvement. It enhances their understanding of democracy and why society operates within a structure of rules and laws.
102. Not only do the values of citizenship flow through the life of the school, but they are also apparent in the defined programmes for religious education and the personal, social and health education programmes. Pupils are able to express opinions and to consider the views of others. Their sense of responsibility towards others and to the community is strongly developed. They develop a sense of self worth, through identifying and expressing feelings and, in this way, begin to understand how their actions affect themselves and others. A group of pupils in Year 5, for example, discussed the emotions involved around conflict in the playground. They did so with an openness, sensitivity and maturity that suggested thoughtful understanding of the problems and responsibilities encountered by individuals and groups.
103. Overall, pupils have a good understanding of the values, responsibilities, choices encapsulated in citizenship. They are developing a worthy and sensitive appreciation of the ideals, feelings and respect involved in personal and community relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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