

# INSPECTION REPORT

## **COURTNEY PRIMARY SCHOOL**

Bristol

LEA area: South Gloucestershire

Unique reference number: 109054

Headteacher: Mr K Ledbury

Lead inspector: Mrs L Brackstone

Dates of inspection: 11<sup>th</sup> - 13<sup>th</sup> October 2004

Inspection number: 266685

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	300
School address:	Courtney Road Kingswood Bristol
Postcode:	BS15 9RD
Telephone number:	(01454) 866 670
Fax number:	(01454) 866 674
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Clabon
Date of previous inspection:	7 <sup>th</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Courtney is a large primary school housed in a building, originally built as a boys' secondary school, which is surrounded by extensive grounds. The large majority of pupils are of white UK heritage, but there are a significant number of ethnic minority groups, including Asian, Caribbean and those of mixed backgrounds. There is also a very small number of asylum seekers who speak English as an additional language. There is an average number of pupils who are eligible for free school meals, but this does not reflect the true socio-economic status of the catchment area, which is below average. The number of pupils with special educational needs is above average; their needs include specific learning difficulties and social and emotional problems. Seven pupils have statements for special educational needs. The headteacher, who was previously the deputy headteacher for seven years, was appointed in March 2003 following a troubled two-year period concerning the leadership of the school. The new deputy headteacher started in September 2003. Falling numbers of pupils of school age within the catchment area is having a negative impact on the roll, which has resulted in two staff redundancies. There are nine mixed age group classes covering a two-year span and a Reception class for the Foundation Stage children. Attainment on entry is below national expectations.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage Mathematics Special educational needs English as an additional language
9880	Mr A Comer	Lay inspector	
23917	Mr T Clarke	Team inspector	Information and communication technology Art and design Design and technology Music Physical education
22948	Mrs M Vallis	Team inspector	Science Religious education
22790	Mrs J Pinney	Team inspector	English Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Courtney Primary provides a satisfactory education for its pupils.** Standards are average and the pupils achieve satisfactorily. The teaching, and the leadership and management, are sound. The school is emerging from a turbulent period and is improving. It gives satisfactory value for money.

### THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Children in the Foundation Stage achieve well because they are taught well and are motivated by interesting activities.
- The deputy headteacher has been highly instrumental in improving standards. He also manages very well all areas relating to special educational needs and ensures that provision for these pupils is good.
- The headteacher's long-term plan for success clearly identifies targeted areas for improvement. The headteacher is committed to the pastoral care of the pupils and ensures that their views are heard.
- Not all teachers challenge the pupils sufficiently well by providing interesting lessons.
- There are not enough support assistants to meet the needs of all the pupils.
- Curricular enrichment is good, but pupils do not get enough opportunities to develop their literacy and numeracy skills in other subjects.
- Governors are very supportive of the school, but need to question and challenge the senior management more.
- There are missed opportunities for the provision of spiritual and cultural development.
- Good links have been established with local schools, but business links are underdeveloped and the school is aware that it could involve parents more.

The school has made satisfactory improvement since the last inspection in June 1999. Except for the provision of a safe and secure outdoor activity area for the youngest children, which is to be developed very shortly, the school has satisfactorily improved the areas identified as weaknesses at that time.

### STANDARDS ACHIEVED

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

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

**The pupils' achievement is satisfactory overall.** The above table shows that standards declined during a troubled period in the history of the school. More recent test results and inspection evidence indicates that standards in Year 6 have improved, and are now average in English, mathematics and science. The children start school with standards that are below those expected for their age group. They achieve well in the Reception class, because

teaching and learning are good, and by the start of Year 1, they attain the expected level in all areas of learning. Standards at the end of Years 2 and 6 are as expected in information and communication technology (ICT). The requirements of the locally agreed religious education syllabus are satisfactorily met in Years 2 and 6. Standards in art and design are as expected throughout the school. No judgements are made on standards in the other subjects. Pupils with special educational needs and those who are gifted and talented achieve satisfactorily in relation to their prior attainment. There is no significant variation in standards achieved by boys and girls.

**Pupils' personal development is satisfactory overall.** Most pupils work hard when they are interested and behaviour in and around school is satisfactory. However, not all pupils are motivated to learn and, at times, a small minority present challenging behaviour in lessons. Spiritual, moral, social and cultural development is promoted satisfactorily, but there are missed opportunities for moments of reflection and for finding out about life in their own multicultural society.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory standard of education. Teaching is good in the Foundation Stage,** where staff have a very good understanding of the needs of this age group and plan a stimulating curriculum using interesting resources. **Teaching is satisfactory overall in Years 1 to 6.** The best lessons move at a good pace and use techniques that challenge the pupils and keep them motivated. Teaching is less secure when expectations of work and behaviour are not high enough and the pupils are not encouraged to be fully engaged in their learning. There is a notable improvement in the quality of learning in lessons when support assistants are involved, though the availability of this support is limited. Assessment is used particularly well in English and mathematics to identify the stage pupils are at in their learning and this helps them know what they need to do to improve. However, checking and tracking procedures in other subjects are less well developed. The curriculum in Years 1 to 6 is satisfactory. It has recently undergone significant changes to plan for the new mixed year group classes and staff work hard to ensure that all key skills are included. Not enough attention is given to pupils practising their literacy and numeracy skills in other subjects. However, teachers are still developing their plans to ensure that the needs of all ages and abilities are met sufficiently. Lessons do not always capture the pupils' interest sufficiently and there is also a lack of creativity in the curriculum that the school is trying hard to rectify. Provision for special educational needs is good.

## **LEADERSHIP AND MANAGEMENT**

**The school is satisfactorily led and managed by the headteacher, key staff and governors.** The headteacher has maintained stability over the past few years in his capacity as acting-headteacher and has worked hard to develop a plan for the future. He has been joined recently by his deputy headteacher, who has brought with him a rigorous approach and a wealth of experience. This is being used well to improve all aspects of the school. Governance is satisfactory and statutory requirements are appropriately met. The governors are very supportive of the school and have a good understanding of its strengths. They have started to be involved in shaping the school's future direction, but are insufficiently involved in challenging decisions made by senior staff.

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

Pupils like their school and feel comfortable approaching staff if they have a problem. They are impressed with the improvements made to the internal school environment over the past few years and like lessons when they are made interesting. Most parents are satisfied with the school and feel that it has improved recently. A small number of pupils raised concerns over the school's grouping of mixed year classes. Whilst understanding these concerns, the inspection team is aware that the school is working hard to ensure that the needs of all pupils are being fully met.

## **IMPROVEMENTS NEEDED**

### **The most important things the school should do to improve:**

- Improve the number of teaching assistants available, particularly to support the challenging behaviour of a minority of pupils.
- Take action to raise teachers' expectations.
- Plan more cross-curricular opportunities to develop pupils' spiritual and cultural understanding, particularly with regard to the multi-cultural aspects of society.
- Ensure that governors are more involved in strategic planning and in holding the senior management to account.
- Develop more opportunities within the curriculum for pupils to use their literacy and numeracy skills.
- Devise strategies to involve parents more in the life of the school.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupil achievement is satisfactory overall.

#### Main strengths and weaknesses

- Achievement is good in the Foundation Stage.
- Standards in Year 6 have improved since the national tests in 2003.
- Literacy and numeracy skills are not used well enough to support other areas of the curriculum.

#### Commentary

1. The range of children's attainment on entry into Reception is variable, but overall it is below the expected levels for this age group. Speaking skills are particularly weak. The children achieve well in the Foundation Stage because the quality of teaching and learning are good and the curriculum on offer is stimulating. Consequently, by the time that they are ready to start Year 1 of the National Curriculum, they have achieved the recommended levels in all areas of learning.
2. In the Year 2 2003 national tests, standards in reading and mathematics were average in comparison with national and similar schools. Standards in writing were below the national average and when compared to similar schools. In science, the proportion of pupils attaining the expected level in the teacher assessments was below average when compared to both national and similar schools results. Current Year 2 standards in reading, writing, mathematics and science are as expected for this age group. This picture is reflected in the most recent unvalidated national tests and teacher assessments in May 2004. Achievement in Years 1 and 2 is satisfactory overall.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003<sup>1</sup>**

Standards in:	School results	National results
reading	16.2 (16.4)	15.7 (15.8)
writing	14.3 (14.3)	14.6 (14.4)
mathematics	16.4 (17.0)	16.3 (16.5)

*There were 44 pupils in the year group. Figures in brackets are for the previous year.*

3. In the 2003 national tests for Year 6 pupils, standards in English, mathematics and science were well below the national average and in comparison with similar schools. Inspection evidence indicates that standards have improved significantly and are now as expected for this age group, as reflected in the most recent unvalidated national test results of May 2004. This improvement is a result of the rigorous tracking procedures

<sup>1</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

introduced by the headteacher that have been continued by the deputy headteacher, and the focus by the local education authority to improve the quality of teaching and learning. Consequently, achievement in Years 3 to 6 is now satisfactory overall.

**Standards in national tests at the end of Year 6 – average point scores in 2003<sup>2</sup>**

Standards in:	School results	National results
English	24.8 (25.8)	26.8 (27.0)
mathematics	24.8 (26.6)	26.8 (26.7)
science	27.5 (27.8)	28.6 (28.3)

*There were 58 pupils in the year group. Figures in brackets are for the previous year.*

4. Standards in ICT are as expected in Years 2 and 6 and this is an improvement since the last inspection, when standards were below expectations at the end of Year 6. Pupils make appropriate use their of their ICT skills to support their achievement in other subjects, such as English and mathematics. The requirements of the locally agreed syllabus for religious education meet expectations in Years 2 and 6 and this is also an improvement on the last inspection. Standards in art and design are as expected in Years 2 and 6, though at the time of the last inspection standards were above the nationally expected levels. This is explained by the steps the school has taken to make significant improvements in pupil achievement in the core areas of literacy and numeracy, which has taken the focus off other curriculum areas. No other judgements were made on the standards in any other subject areas.
5. Pupils do not use their literacy or mathematical skills to support other subject areas. Consequently, there are missed opportunities to further develop these key skills in subjects such as history, geography and design and technology.
6. National test results in 2004 indicated that girls were achieving better than boys. The deputy headteacher has been carefully tracking this issue and has successfully implemented strategies to rectify this situation. Consequently, no significant difference between the achievement of boys and girls was noted during the inspection. Pupils who have special educational needs, those who are gifted and talented and those who use English as an additional language achieve as well as their peers. The deputy headteacher also tracks the achievement of ethnic minority groups and there is no evidence to suggest that there is any difference in their achievement compared to other pupils.

**Pupils’ attitudes, values and other personal qualities**

Attendance and punctuality are satisfactory. Pupils’ attitudes and behaviour are satisfactory. The promotion of spiritual, moral, social and cultural development is satisfactory overall.

**Main strengths and weaknesses**

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<sup>2</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

- The school promotes good attendance.
- Attitudes and behaviour of the Foundation Stage are good.
- Pupils are interested and involved in all aspects of school life.
- The school promotes good relationships.
- The school's expectations of pupils' conduct are not sufficiently high.
- The school fails to stimulate pupils with a desire to learn and to encourage them to learn independently.

## Commentary

7. Attendance rates are in line with the national average, and this is an improvement since the last inspection. During the past academic year, unauthorised absence was above the national average. However, the school now has good procedures in place to monitor and follow up on pupil absence, and recent statistics show a good improvement in this. Most parents and carers ensure that their children attend school regularly and on time so that lessons can begin on time.
8. Pupils' attitudes towards school are satisfactory. The majority of pupils readily participate in the life of the school and the range of activities outside the classroom. Pupils are prepared to take responsibility and show initiative where opportunities are presented, such as their involvement in the school council. Relationships throughout the school are good. However, pupils are not always stimulated to learn in class or sufficiently encouraged to learn independently. This was a criticism at the time of the last inspection and has not been resolved. However, the vast majority of pupils spoken to expressed positive views about all aspects of the school.
9. Behaviour is satisfactory. In lessons where teaching is stimulating, behaviour can be good or very good. However, there is still a small minority of pupils who have challenging behaviour that adversely impacts on both teaching and learning. Behaviour management strategies are not always consistently applied and the school's overall expectations of pupils' behaviour are not always high enough. Most pupils move around the school sensibly and have good and trusting relationships with each other and with adults, at work and at play. Their confidence and self-esteem is satisfactory. There was no evidence of bullying, racism or harassment at the time of the inspection. During the last academic year, there were 27 fixed period exclusions involving nine pupils. Although this is above the average for a school of this size, they occurred during a period when the school was implementing a new, rigorous behaviour policy.
10. Provision for pupils' spiritual, social, moral and cultural development is satisfactory overall. The provision for pupils' spiritual awareness is satisfactorily promoted through the religious education curriculum and assemblies so that pupils are aware of others' values and beliefs. The recently-revised personal, social and health education curriculum provides satisfactory opportunities for pupils to discuss and reflect on a range of moral and social issues, including knowing right from wrong and becoming good citizens. This aspect of the curriculum is developing well. The range of educational visits and visitors and the good range of activities outside the classroom also encourage pupils to develop socially and morally, as well as contributing to their achievement and personal development. The provision for pupils' cultural development is also satisfactory. However, the cross-curricular opportunities to develop pupils' spiritual and cultural understanding are underdeveloped, particularly with regard to the multicultural aspects of society.

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

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Any other ethnic group

**Exclusions in the last school year**

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
287	26	0
2	0	0
1	1	0
3	0	0
1	0	0
2	0	0
1	0	0
3	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory.

**Teaching and learning**

The overall quality of teaching and learning is satisfactory. Assessment is satisfactory overall.

**MAIN STRENGTHS AND WEAKNESSES**

- Teaching in the Foundation Stage is good and has been well maintained since the last inspection.
- In Years 1 to 6, not all teachers provide sufficient challenge or plan interesting activities.
- Pupils have a good understanding of what they need to do to improve in their work.

## Commentary

### Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (7%)	16 (40%)	18 (45%)	3 (7%)	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.

11. In Reception, the teacher has a very good understanding of the needs of this age group and has created an environment that is caring and stimulating. She clearly understands that young children learn best when they are involved in their work. Consequently, she ensures that her well-planned activities include a good range of practical tasks so that they can apply the skills they are developing. The school day is organised effectively into a good balance of independent learning activities and teacher-directed tasks. Support staff and volunteer helpers are used very well to promote the children's learning. For instance, the teacher made good use of the attractive grounds by organising a voluntary helper to take a group of children outside for a *'fruit hunt'*. Outdoor play areas are skilfully organised and supported by the teaching assistant.
12. Teaching and learning are satisfactory in Years 1 to 6 and have remained so since the previous inspection, despite the difficulties the school has faced in the last few years. A significant minority of pupils are not naturally enthusiastic learners, are not easily motivated and present challenging behaviour. Consequently, for learning to be successful, lessons need to be interesting, behaviour management needs to be good and teacher expectations must be high. All these qualities were evident in a very good mathematics session in a more capable Years 5/6 group, where the lesson moved at a very swift pace and the subject work prepared challenged the pupils. In this session, the teacher was also fortunate to have a teaching assistant who was able to focus on a group of pupils. This meant that the pupils could apply themselves well to their work, because support was available when needed. Learning is also effective when good use is made of resources to provide a visual approach, such as through the use of interactive whiteboards and artefacts. This was observed in a good religious education session where pupils could look at a copy of the Islamic holy book. Homework is satisfactorily used to promote learning.
13. Learning is not as effective as it should be when behaviour management is weak, planning does not sufficiently meet the needs of all the pupils in the mixed age classes, teaching lacks creativity and there is insufficient adult support. At times, teachers allow too much pupil chat to take place whilst they are teaching. Whilst lesson planning clearly identifies the learning intention of the teacher, it does not always identify the different skills to be developed and, as a result, the pupils do not learn as well as they should or achieve as well as they could. Often, teaching lacks interest. For instance, in a literacy session at the lower end of the school, the pupils listened really carefully to the story of the *'Gingerbread Man'*. They excitedly asked if they were going to make gingerbread men but, instead, were required to make a robot from a two-dimensional shape and draw a house by reading a set of instructions. This failed to capitalise on their interest levels and their motivation lessened. Consequently, achievement was not as good as it could have been because the pupils were not inspired in their learning. The mixed age group classes are large and, without teaching support, teachers and pupils do not do as well as

they could. This is particularly evident when the pupils with severe emotional difficulties disrupt lessons. Whilst their needs are being clearly met in relation to their special provision, the learning potential of other pupils in class is reduced while the teacher has to deal unaided with the volatile situations.

14. The teaching of special educational needs is satisfactory overall. The deputy headteacher has organised a good range of specific teaching sessions for pupils with special educational needs. These are devised to help pupils with special learning difficulties, such as speech problems, and social and emotional issues. Where teaching assistants are deployed, they support the different needs of the pupils well. However, when there are none available, too much pressure is put upon the class teachers to manage a large mixed age group class and pupils with challenging behaviour.
15. Assessment is satisfactory overall. There are some good procedures for checking pupils' work in English and mathematics. Individual targets are identified and teachers' marking is informative. However, this good practice has not been developed across the curriculum and means that in other subject areas, pupils do not fully understand how they can improve.

### **The curriculum**

Curricular opportunities are satisfactory. Opportunities for enrichment are good. The quality of accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The provision for children in the Foundation Stage is good.
- The school provides a good number of interesting after-school activities, which are popular and well attended.
- The good number of residential and other visits effectively enhances pupils' learning and experience.
- There are limited opportunities for pupils to use the literacy and numeracy skills across the curriculum.
- There are insufficient support staff to meet the needs of the curriculum.

### **Commentary**

16. The curriculum for children in the Foundation Stage is firmly based on the nationally recommended programme of study. It is well planned and ensures that rich opportunities are given to extend children's learning. In Years 1 to 6, the school provides a sound curriculum that meets all statutory requirements. For the most part, pupils have a satisfactory curriculum experience, which is appropriately matched to their needs and ensures that all pupils have full access to all the activities.
17. As at the time of the previous inspection, the school provides a broad and relevant curriculum. Planning effectively supports teaching and learning. The National Literacy and Numeracy programmes have been effectively implemented and teachers are secure in their knowledge of these strategies. Recently instigated additional support programmes are being used well to raise standards, as evidenced by the improved standards. The curriculum is regularly reviewed to meet the changing needs of the school and areas for development are clearly identified. For example, in history and geography,

the subject co-ordinators are aware that skills in these subjects are not always developed systematically and are revising the planning accordingly.

18. The school has recently given careful consideration to the planning to allow for the change to mixed year group classes. Subjects are mostly taught across two-year groups in a bi-annual rolling programme. Teachers in parallel classes meet regularly to ensure consistency in the content of lessons. However, planning does not always take into account the difference in skills to be taught between the mixed year groups. Consequently, in subjects like history and geography, all groups of pupils are presented with the same activities. During the inspection, some lessons lacked interest and creativity, so pupils were not well motivated to give of their best. There are limited opportunities for pupils to use their literacy and numeracy skills in history, geography and religious education.
19. The enrichment of the curriculum includes a wide range of after-school clubs, which are attended by a good number of pupils of all ages. These include art, football, country dancing and circus skills. Annual residential trips for all pupils, from Years 3 to 6, effectively enhance their personal and educational development.
20. Provision for pupils with special educational needs is good with the school fully complying with the Code of Practice. Children are quickly identified in Reception and individual education plans have identified manageable targets for the pupils to achieve. This enables the plans to be used on a day-to-day basis to ensure that the pupils gain appropriate support. They are assessed regularly and this leads to an informed review of their progress.
21. There is a planned programme for pupils' personal, social and health education, which is becoming embedded in the life of the school. The school council was started last year and is proving a useful forum for pupils to develop their skills of interaction and citizenship. Pupils are given good opportunities to talk about their feelings and develop empathy with others when they sit together in a circle. A comprehensive programme has been developed to provide a clear progression of skills development from Reception to Year 6, but the co-ordinator has not yet had time to monitor its effectiveness. Pupils are prepared appropriately for the next stage of their education.
22. The match of teachers to the demands of the curriculum is satisfactory. However, there are insufficient support staff to meet pupils' needs and this sometimes has an adverse effect on learning for a minority of pupils in some lessons.
23. The general condition of the building is unsatisfactory and in a poor state of repair, as identified at the time of the last inspection. It is because of the best endeavours and determination of staff, governors and parents that the poor state of the accommodation does not have an adverse effect on pupils' learning. The generous amount of space is put to good use. An ongoing and costly programme of redecoration ensures that, in spite of the condition of the building, the accommodation is bright and colourful. High quality displays enhance the learning environment very effectively. For children in Reception, the internal accommodation is large and well organised to allow children full opportunity to experience all the recommended areas of learning. However, the secure outdoor play area is very small and not easily accessible, which limits their opportunity for development of physical skills and for using the outdoors as a continuous learning

resource. Work is shortly to start to improve this provision. Resources are satisfactory overall.

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

The school ensures that pupils are well cared for. The support, advice and guidance that pupils receive are good and their views are actively sought.

### **Main strengths and weaknesses**

- Induction and transfer procedures are effective.
- The pastoral care programme is beneficial.
- The school actively seeks, values and acts upon pupils' views through the school council.

### **Commentary**

24. Policies and procedures for child protection and for promoting the general health and welfare of pupils are good and have been maintained since the last inspection. The school's provision for pastoral care is good. This includes programmes to improve social skills and the self-esteem of a significant minority of pupils, as well as taking advantage of the mobile '*Life Education Centre*' and visits to the local '*Lifeskills Centre*'. All staff know pupils and their families and cater for their needs well. Pupils have trusting relationships with one or more adults in the school and these adults provide good role models for the pupils.
25. The advice, support and guidance that pupils receive throughout their time at school are good. Personal, social and health education is provided effectively through a new scheme of work. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education are effective. The school council provides effective pupil consultation and opportunities to express their views.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Overall, the school's links with parents and the local community are satisfactory. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- The general information that parents receive is good.
- Parental consultation and the involvement of parents in children's learning are under-developed.
- There are strong links with the local cluster groups of schools.

### **Commentary**

26. Parents who responded to the pre-inspection questionnaire (i.e. 109) or who attended the parents' meeting (i.e. 12) generally have positive views of what the school provides and achieves. A small minority of parents have concerns about disruption through poor behaviour in class, the lack of parental consultation and the impact that mixed age classes have on teaching and learning. The inspection evidence justifies these concerns.



The concern of a few parents that they get insufficient information about their children's progress is not justified.

27. Parents receive good information through meetings, newsletters, the school website, noticeboards and reports. Pupil reports provide satisfactory information about children's progress. The governors' annual report to parents has one minor statutory omission relating to financial information.
28. The school makes satisfactory efforts to encourage parental involvement in the life of the school and in their children's education. There is a supportive parent teacher association and a good number of parent governors. Any concerns or complaints that parents have are dealt with effectively. However, the school is aware that much more could be done to include parents in the life of the school.
29. The school's links with the local community are satisfactory. Links with other schools and colleges, particularly through the two local cluster groups, are strong and provide benefits for pupils and staff, as well as for the whole school. The school has good links with the local secondary schools and arrangements for the transfer of pupils is satisfactory. The school recognises that there are opportunities to extend further the links with the business community and multicultural groups to enhance the curriculum, pupils' attainment and personal development.

## **LEADERSHIP AND MANAGEMENT**

The overall leadership and management of the school by the headteacher, key staff and governors are satisfactory.

### **Main strengths and weaknesses**

- Planning for the future of the school is good.
- Senior staff have a strong desire for improvement and are committed to the professional development of all staff.
- Test results are well analysed and any information gained is used to improve standards.
- Governors are very supportive of the school, but could question senior management more.

### **Commentary**

30. The headteacher, who was previously the deputy headteacher, has provided stability to pupils, staff, and parents during a troubled period the school has passed through related to school leadership and management. He firmly believes in the school's aim that '*learning together we can achieve great things*' and is committed to fulfilling this vision. The headteacher has produced a four-year school improvement plan that provides a good outline for the future. He is aware that this needs to be shared with all members of the school community and used as a basis for agreed improvements.
31. The deputy headteacher has brought a freshness of approach and has competently taken up his role with rigour and a clear sense of purpose. He has successfully developed effective procedures to analyse data provided from national and optional tests, and introduced very good systems to track pupils and identify those who need support. These have been successfully implemented in Years 3 to 6, but are, as yet, to be used to

best effect in Years 1 and 2. The headteacher and his deputy work closely with the local education authority to monitor and evaluate teaching and learning. The deputy headteacher has effectively used the information gathered from teaching observations and pupil progress to analyse individual performance. This has been helpful in identifying the strengths and weaknesses in the quality of teaching throughout the school.

32. The deputy headteacher is a very effective special educational needs co-ordinator. He has ensured that all pupils with special educational needs have individual education plans and organises meetings with parents and outside agencies. He is extremely proactive in his efforts to gain expertise or additional support. The Foundation Stage is well led and managed. The co-ordinator leads by good example and has successfully developed a strong team in Reception who work well together. The numeracy subject leader, who has worked very closely with a local education authority consultant, has systematically identified weaknesses in pupil and teacher performance. The science and ICT co-ordinators have a good understanding of the strengths and weaknesses in their subject areas and are instrumental in the support they provide for their colleagues. The English subject leader has recently taken over leadership and management of this area and is steadily developing her role. However, the role of other subject leaders is less well developed because they do not get opportunities to monitor standards in teaching and learning across the school.
33. The school is managed appropriately on a day-to-day basis. Administrative staff have clearly defined roles and provide a welcoming smile to all visitors. Staff workloads are carefully considered in light of government initiatives, but budget restrictions limit the feasibility of current proposals. Good use is made of the strong links with local initial teacher training institutions to provide additional adult support. However, not all responsibilities are fairly shared with some staff having a large number of duties to perform in relation to others. There has been limited change amongst the staff for many years. Retention of experienced teachers, coupled with a situation of falling rolls and a building that has very high costs to maintain, has a negative impact on the school finances. The school works very hard to use its budget effectively, but the money available per pupil is the lowest in the country.
34. Governors are very supportive of the school and most are regular visitors. They have a growing understanding of its strengths and weaknesses and have started to play an increasing role in the future planning of the school. However, governors are just developing their confidence in questioning decisions made by senior staff as they become more informed about school issues. They fulfil their statutory requirements.
35. At the time of the last inspection, leadership and management were considered to be good. Shortly after the last inspection, the leadership and management of the school went into considerable turmoil, which had a negative impact on all aspects of school life. However, over the past 18 months, the headteacher, his deputy and the local education authority have worked very hard to re-establish stability within the school. Given the commitment of the senior management team and the professional input from outside, the school has an adequate capacity to improve further.

## **Financial information**

*Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	-721,829
Total expenditure	722,803
Expenditure per pupil	1,975

Balances (£)	
Balance from previous year	-1,183
Balance carried forward to the next year	974

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning is **good**.

#### MAIN STRENGTHS AND WEAKNESSES

- Children start school with standards that are below expected levels in all areas of learning. They achieve well in the Foundation Stage and most meet the expected levels in all areas by the end of reception.
- The Foundation Stage is well led and managed.
- Teaching is good in all areas of learning with staff having a very good understanding of this age group.
- Children are well looked after, relationships are strong and their progress is carefully checked.
- The curriculum is well planned and attractive resources are used well to challenge and interest the children.
- The outdoor area is too small and limits the development of physical skills, but the hall is used well to enhance learning and encourage safe practice.

#### Commentary

36. **Personal, social and emotional development** is developed well through a good range of learning opportunities, which help the children to make good achievement. Gradually, children start to maintain their concentration in whole-class and group sessions. They learn to take turns and good quality teaching ensures that they recognise the need to listen to each other carefully. This was evident in a session where all the children sat in a circle together and were gently urged to take turns introducing themselves to the person next to them. They are developing a good awareness of their own needs and learn to wear protective clothing when they are involved in messy activities such as painting or water play.
37. The teacher plans good quality activities to promote **communication, language and literacy** and children achieve well. Many start school with poorly developed speech, but the teacher encourages them to speak when she helps them to communicate in complete sentences. They are learning to listen carefully. For instance, they demonstrated great

enjoyment as they listened to the story of *'Handa's surprise'*, which was enhanced through the use of good resources. Reading skills are developing well as children are systematically introduced to the letters of the alphabet. They also enjoy regular opportunities to share books with adults. As yet, the children cannot write independently at this early stage of the year, but they are given good opportunities to develop their writing skills, making frequent use of the easily accessible pencils and crayons. Children who are practising writing their names make good progress as they are gently encouraged to hold their pencils correctly. Regular assessments ensure that children achieve well because focused activities are well planned to meet their individual needs and the staff work together as an effective team to make sure the children are well supported.

38. Children achieve well in **mathematical development** because the activities planned for them are practical and learning is made fun. For instance, the children were observed learning to count up to ten. The teacher had created a washing-line of rosy red apples and made up a song about them falling off. Children were chosen to pick off the apples and so they were actively involved in the lesson. The quality of learning was good and this enabled all children to achieve well. Particular emphasis is given to appropriate mathematical vocabulary such as *'down the steps, up the steps'*, and *'behind and in front of the tree'*. These activities effectively support their language development.
39. Good use is made of the local environment to develop the children's **knowledge and understanding** of the world. The extensive grounds of the school are used very well for mini-beasts or fruit hunts. Photographic evidence indicates that the children are taken further afield to the Avon Valley Park and Slimbridge so that they can find out about the wider environment. They gain an understanding of the past and present when they participate in Victorian day concerts in school. They have started to understand a little about their own culture when involved in the nativity play at Christmas and making bonnets at Easter time. Their understanding of other cultures is developed appropriately through their Chinese New Year celebrations and visitors from other countries, such as Greece. The children quickly learn how to operate and control a computer program and enjoy playing with a wide range of games, which support their development in mathematics and literacy.
40. The class teacher uses the hall well for the children's **physical development**. Children are taught to gain an awareness of space and, as they feel their heartbeats, they begin to see the importance of exercise to keep healthy. Good use is made of the hall apparatus to develop balancing and climbing skills, although there is a lack of apparatus specifically suited to the needs of these young children. Outdoors, children have the opportunity to use wheeled vehicles but the lack of space and of the provision of large climbing apparatus limits the development of the skills of co-ordination and balance. Progress in physical development is satisfactory overall.
41. A good range of interesting activities is planned to encourage their **creative development** and this enables them to achieve well. When they first start school, very few children can draw or paint recognisable pictures. Quickly, they start to gain experience of painting with thick brushes and drawing pictures with a good range of coloured crayons. They enjoy pretending to play in their fruit shop and eagerly pedal their bikes to *'fill-up at the tanks for petrol'*. Good use is made of support staff to work

alongside the children where they can act as good role models. The children enjoy singing songs and quickly pick up simple rhythmic patterns using their hands.

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

### **ENGLISH**

Provision for English is **satisfactory**.

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

- Standards are improving.
- Assessment of learning is good.
- Teachers do not always use their knowledge of pupils' abilities to plan tasks that are suited to the pupils' individual needs.
- Pupils' listening skills are not as good as their speaking skills.

#### **Commentary**

42. Overall, pupil achievement is satisfactory. In the Year 2 national tests taken by pupils in 2003, results were in line with the national average in reading, but below it in writing. In the Year 6 national tests, standards were well below the national average and when compared with similar schools.
43. The development of pupils' literacy skills has been a focus of improvement for the whole school and effective strategies have been put in place to raise standards, including:
  - The checking of all pupils to make sure they achieve to their full capability.
  - Establishing support groups for pupils who are identified as making insufficient progress.
  - The setting of individual targets, so pupils know how to improve their writing skills.
44. As a result of the rigorous action taken by the school, standards are rising. The unconfirmed results of 2004 tests show a significant improvement, particularly at the end of Year 6. Inspection evidence confirms that standards in reading and writing are average at ages seven and 11, with no noticeable difference in the attainment of boys and girls or any particular ethnic minority group.
45. Pupils' speaking skills are satisfactory. Throughout the school, pupils mostly speak with appropriate confidence and clarity. However, too few pupils listen attentively to adults and each other in lessons and this sometimes impedes their learning. The school has identified this as an area of weakness and has established an action plan for improvement, which has not yet had sufficient time to affect standards.
46. Reading standards are average throughout the school and pupils' achievement is satisfactory. By Year 2, pupils use their skills effectively, such as when reading a series of instructions and placing them in the correct order. By Year 6, most pupils can scan a paragraph in order to identify key features when analysing the ending of a story. The school systematically teaches pupils how to read and records their progress in detail. However, the quiet reading sessions at the start of most afternoons are not used well when pupils who are reading independently are not given any structures for improving

their skills. All pupils are given regular opportunities to visit the school library, which is large and well stocked, although all books are non-fiction and some are old and outdated.

47. In writing, standards are average. By the end of Year 2, most pupils communicate through simple words and phrases. In Year 6, pupils make effective use of punctuation and choose interesting words to liven up their writing. Pupils' spelling is developed methodically and is satisfactory. Handwriting is mostly neat and legible, although older pupils do not always use a joined script, which is a weakness that was identified in the last inspection. Pupils make satisfactory progress in their writing because the overall quality of teaching is satisfactory, with some strengths. In most cases, marking is used well to move pupils forward in their learning. There is a wide range of ability in the mixed age classes and teaching is at its best when the needs of all the pupils are met. When the teaching is good, pupils achieve well and have good attitudes. This is because the teachers have high expectations and use the information gained from the good assessment systems to reinforce learning. This was observed in a good lesson in a Years 5/6 class where the teacher was focusing on story endings. In order to meet the needs of the wide range of abilities, the teacher used several different texts to illustrate the teaching point. Good use was also made of a teaching assistant to support those pupils with special educational needs. However, teaching is weaker when the needs of all the different abilities of pupils are not met and the tasks planned are mundane and fail to inspire creativity or excitement. This was particularly evident in Years 1 and 2 classes where not all classes had teaching assistants for English sessions and the work set was unchallenging.
48. The subject leader is new to the role and has not yet had the opportunity to monitor the quality of teaching. However, she has a comprehensive action plan for the further development of English, aimed at continual improvement of standards.

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

49. There is little evidence, from looking at work samples, that pupils use their language and literacy skills well enough in other subjects. Links across the curriculum are underdeveloped, including the use of literacy sessions to teach subjects such as history, geography and religious education.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 have improved.
- The subject is well led and managed.

### **Commentary**

50. At the time of the last inspection, standards were considered to be above average at the end of Years 2 and 6. In the national tests of 2003, standards dropped to average at the end of Year 2 and well below average at the end of Year 6. This decline in standards

reflected the turmoil of the school at this time. However, inspection evidence indicates that standards in Year 6 have improved and are now average. Standards in Year 2 remain average, as indicated in the latest unconfirmed tests. Pupil achievement in mathematics is satisfactory. This includes those pupils with special educational needs, the gifted and talented, those who use English as an additional language and those who are from minority ethnic groups. No difference in the achievement of boys and girls was noted during the inspection.

51. By Year 2, most pupils confidently add and subtract numbers up to 20 and know their two, five and ten times tables. They measure objects using centimetres, recognise coinage and enjoy solving simple story problems. By Year 6, the more capable pupils add, subtract, multiply and divide a whole range of numbers. They convert fractions to decimals and express quantities as a percentage. Less capable pupils are developing their understanding of the link between multiplication and division and are learning to recognise simple fractions such as one fifth and one quarter.
52. The efficient subject leader took over the management of mathematics in September 2003. Since then, she has carefully analysed the weaknesses in the quality of teaching and learning and ensured that planning is consistent across the school. Teaching and learning are satisfactory overall, but there are some notable strengths in the quality of some lessons. When teaching is very effective, the learning intention for the lesson is frequently referred to and used to help pupils work out if they are actually making gains in their knowledge. Activities are interesting and pupils are actively involved in the session. Teachers also help them to understand what they need to do to help them achieve further with their mathematical knowledge. For instance, this was evident in a Years 5/6 class where the teacher explained to her group of more capable pupils what they needed to do to get a higher level in their national tests. Good quality lessons move along at a quick pace and key vocabulary is clearly identified so that the pupils develop their mathematical understanding. For example, in a good Year 5/6 lesson, which was based on probability, the teacher emphasised words such as '*impossible, unlikely, certain, and even*' as he pulled different coloured counters out of a hat. Pupils are included well in lessons through the use of individual washable boards, which enables them all to respond to the questions asked. When teachers are supported by teaching assistants, all groups are productive and this impacts positively on achievement. Teaching is less successful when introductory sessions are too long, pace is slow, and behaviour management is not strong enough.
53. Assessment procedures are good. Work is regularly marked using a common format, which is shared by the pupils. Teachers highlight areas needing improvement and activities are provided to consolidate learning. Pupils are given manageable targets for improvement and this ensures that they understand how they can improve. The deputy headteacher has introduced systems to track the pupils' progress and identifies those who are '*off track*'. The subject leader has analysed past test results and has highlighted areas requiring improvement. This has had a positive improvement on the standards achieved by the pupils.

### **Mathematics across the curriculum**

54. In Years 5 and 6, pupils use their numeracy skills in science when, for example, they measure amounts of sugar and create bar charts when they record their different pulse rates. Pupils in Years 3 and 4 use timelines in history to help them develop an

understanding of chronological age. However, the use of mathematics across the curriculum is underdeveloped and numeracy skills are not used sufficiently well enough to support learning in other subject areas.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards are rising after a period of decline.
- The subject is well led by a strong and knowledgeable co-ordinator.
- Assessment is currently unsatisfactory.
- Pupils, especially those in Years 1 and 2, have too few opportunities to learn from their own investigations.

## COMMENTARY

55. At the time of the last inspection, standards were above expectations at the end of Year 2 and Year 6. Standards fell during the subsequent years and in 2003, they were well below those seen nationally. However, recent tests show a significant improvement, with half of all pupils in Year 6 attaining above the expected level. Inspection evidence, although limited at this early stage in the term, indicates that this improvement has been maintained, with standards currently in line with national expectations. The good co-ordinator, two years in post, has had a significant impact on the raising of standards through her monitoring of teachers' planning and pupils' work and by the provision of helpful schemes of work. She has raised the profile of science, especially through the organisation of a very well planned school science week. She is well aware that thorough assessment procedures, the development of ICT and monitoring of teaching are still needed to raise standards further.
56. Based on pupils' work and the observation of lessons, achievement is satisfactory for boys and girls of all abilities. Pupils in Years 1 and 2 are beginning to use a scientific vocabulary. They speak of change as they watch what happens as various liquids are frozen. They sort and name a variety of natural and man-made materials that are then used in collage work, an example of some good cross-curricular links. However, their achievement is constrained because too often they watch the teacher experiment, become restless and have too few opportunities for hands-on experience. Years 3 and 4 pupils present their research on rocks in a range of ways, demonstrating that science contributes positively to literacy, as it does to numeracy. This can also be seen in the work of the oldest pupils as they write about healthy lifestyles, or put foods in order according to their sugar content.
57. Teaching and learning are satisfactory overall, although one lesson for pupils in Years 5/6 was good. In this lesson, the teacher used the interactive whiteboard competently as she helped pupils consider what causes change in the heart rate. Her focused questioning helped keep pupils on task, although sitting in cramped conditions impeded concentration and limited scientific enquiry. Pupils worked well in mixed ability groups to plan their fair experiment and predict the effect sitting, jogging and sprinting would have on the pulse. In the majority of lessons, teaching and learning are only satisfactory, because pupils are not sufficiently engaged in practical learning. In one lesson, active



learning did take place as the pupils studied a large puddle in the playground and considered what effect the weather would have on its size the next day. However, they showed some frustration in the classroom when looking at bottles of water for signs of evaporation because they had not filled the bottles or chosen sites for comparison for themselves. Assessment procedures are as yet underdeveloped. Consequently, this means that lessons cannot be planned to meet specific needs, pupils are unaware of how they can improve and this impacts negatively on their achievement.

58. With good leadership and satisfactory management, science provision is now improving considerably. However, it still is not as good as it was judged to be at the previous inspection, where standards, teaching and assessment were all judged to be effective. No progress has been made in making use of the school's extensive grounds to promote environmental science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **MAIN STRENGTHS AND WEAKNESSES**

- Standards have improved significantly since the last inspection.
- The teaching of ICT skills is sound overall; its use across all subjects is satisfactory.
- The leadership and management of ICT are good.

### **Commentary**

59. Standards are average, with many pupils achieving well and making good progress in relation to their prior learning. Younger pupils know how to save and print their work; they can classify information collected and record it using bar charts. They understand devices, respond to signals and successfully control programmable toys. Lesson observations and a portfolio of work indicate that older pupils attain satisfactory standards in a range of activities, such as graphics, word processing, data handling and use of the Internet. This represents a significant improvement since the last inspection and fully addresses one of the key issues for action. In recent years, ICT has been a focus of school development. Considerable investment in the subject has resulted in the building of a designated computer suite, the purchase of a large range of hardware and the training of teachers and support staff. This has proved most effective in raising standards in ICT and improving its use across all subjects. The suite has been in operation for just over three years and has had an important impact on standards.
60. Teaching is satisfactory overall. In the lessons seen, teachers' knowledge and understanding were satisfactory, all having benefited from external and in-school training. This knowledge allows for confident instruction. For example, teachers use the digital projector effectively when modelling tasks and reinforcing techniques.
61. Leadership and management of the subject are good. The subject leader is most enthusiastic and has a clear view of the strategies needed to improve the subject. Her encouragement and support of colleagues has had much to do with the improvement of standards observed.

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

62. The use of ICT across all subjects is satisfactory. For example, pupils interrogate rainfall graphs in a numeracy and geography link; link art and design in multimedia presentations; and there are many examples of word processing being used to present writing and information. However, currently, pupils do not have sufficient opportunities to use their ICT skills in investigations, for instance, in mathematics and science, and for younger pupils to prepare presentations.

## HUMANITIES

The inspection focused on religious education. Pupils' work was sampled in geography and history because too few lessons were observed to make a judgement on provision in these areas.

### Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils develop a clear understanding of Christianity.
- Pupils have too few opportunities for meeting representatives of a range of faiths.
- Assessment procedures are not yet in place.

## COMMENTARY

63. Achievement in religious education is satisfactory, with most pupils attaining levels expected for their age. This shows an improvement since the previous inspection, where standards of attainment were below those expected for the locally agreed syllabus and were identified as a key area for improvement. A new locally agreed syllabus and schemes of work have been introduced this term, demonstrating good co-operation between the subject leader and local advisory staff. However, in classes that are all mixed age, there is sometimes insufficient challenge for the older or more capable pupils. Very good quality resources are available on loan and contribute positively to pupils' attainment.
64. By the end of Year 2, pupils compare their ideal world with the Bible account of creation. They think about people and places that are special to them and are beginning to understand that people of different religions have different ceremonies and beliefs. Year 3 pupils recalled with enthusiasm their visit to the local church and explained how the altar was used to set out a '*special meal*'. However, pupils do not have the opportunity to visit other places of worship and do not encounter sufficient representatives of other faiths within school, and this is unsatisfactory. Pupils show respect for religious artefacts, such as those representative of Judaism, and are beginning to make comparisons between religions. Pupils in Years 5 and 6 demonstrate their knowledge of Islam in a range of ways, for example, when they illustrate the five pillars of wisdom or write an account of the life of Muhammad. Planning for collective worship has improved and assemblies provide brief opportunities for reflection.

65. Teachers have received training in order to improve their confidence. Teaching and learning are satisfactory overall. However, the teaching observed ranged from good to unsatisfactory. Where teaching was at its best, the teacher carefully selected a video clip to focus pupils' attention on particular aspects of Islam. They then completed work according to their ability so that all learned equally. However, there is a lack of challenge and opportunity for pupils to work independently in too many lessons so they become restless. This was seen particularly in an unsatisfactory lesson where more capable pupils were unable to display their developing research and independence skills and opportunities for supporting literacy were missed.
66. Leadership of the subject is satisfactory. The co-ordinator has worked hard to improve provision and she has been successful. Writing new schemes of work has been time consuming and to date, there has been no opportunity to observe colleagues teach or to ensure assessment procedures are in place.

### **History and Geography**

67. Work was sampled in **history** and **geography**. One lesson was observed in each subject. In history, pupils in Years 5 and 6 used books and pictures to find information on the ancient Greeks. In geography, pupils used their knowledge of the points of the compass to ascertain the position of other countries in relation to the British Isles. In both lessons, the quality of teaching and learning was satisfactory.
68. It is evident from looking at pupils' books that insufficient use is made of their literacy skills to extend historical and geographical understanding. ICT is also not used sufficiently well to enhance learning. The leadership and management of history and geography are satisfactory. The subjects are delivered in a two-year rolling programme and the co-ordinators are in the process of evaluating and reviewing the current scheme of work to ensure the systematic development of skills across the school. Planning and pupils' work is monitored and there has been some monitoring of the quality of teaching and learning in order to raise standards. The co-ordinators are aware that procedures for assessment of pupils' work are an area for future development. Owing to financial constraints, there has been no allocated budget for replacement of resources recently. Consequently, although adequate, some resources, such as atlases, are outdated and in need of replacement.

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

The inspection focused on **art and design**. Work was sampled in **design and technology**, **music** and **physical education** and so it is not possible to give a judgement on provision in these subjects.

#### **ART AND DESIGN**

Provision for art and design is **satisfactory**.

#### **MAIN STRENGTHS AND WEAKNESSES**

- The quality of teaching is good so pupils achieve well.
- Displays of pupils' work are colourful and carefully presented.

## COMMENTARY

69. Standards meet national expectations at the end of Year 2 and Year 6 and the pupils achieve well. Throughout the school, pupils are encouraged to develop their observational skills and learn to use a variety of media and techniques. For example, Years 1 and 2 pupils create colourful collages using natural and man-made materials. Their crayon colour contrasts in the style of '*Hundertwasser*' were really eye catching and lit up the classrooms. Sketchbooks show thoughtful use of shading for effect. Year 5 and 6 pupils have created some good quality watercolour washes in the style of Picasso's *Blue* period. Their oil pastels of still life show good detail and proportion.
70. Pupils enjoy their artwork. In discussion, it was often proposed as a favourite subject. All those spoken to were proud of their efforts and many keen to identify their attractively displayed creations. The recognition and celebration of their work throughout the school has a very positive impact upon their attitude to art and design. Pupils talked enthusiastically of working with a visiting advanced skills art teacher, and all said how much they enjoyed creating a number of high quality mural panels in the style of different artists such as Harding, Hockney, Klint and Cézanne.
71. The good quality teaching clearly has an influence on pupils' attitudes and the efforts they put into their work. Teachers have good subject knowledge; they are enthusiastic and give great encouragement to their pupils. Throughout the school, the very well presented displays do much to brighten the environment and enhance the standing of art and design.

## Design and technology, Music and Physical education

72. It is clear from teachers' planning, photographic evidence and a very limited number of displays that an appropriate range of work is covered in **design and technology**. The photographic evidence shows that younger pupils demonstrate appropriate understanding and skills when drawing, cutting and sewing to create their version of Joseph's coat of many colours. Older pupils extend their knowledge of working with different materials when designing and making moving toys and a number produce detailed, imaginative designs for miniature gardens.
73. No lessons were seen in **music**, but documentary, video and photographic evidence indicates that an appropriate range of activities is covered. A programme of concerts and performances, undertaken with much enthusiasm, extends pupils' learning. A good number of pupils take advantage of the opportunity to develop their performing skills in extra-curricular sessions provided by visiting specialists.
74. In **physical education**, standards are similar to those expected and achievement is sound. From examining the school's documents and talking to teachers and pupils, it is

clear that the requirements of the National Curriculum are met. Swimming is significant in the provision and virtually all pupils achieve the nationally-required 25-metre unassisted swim before they leave the school. So standards here are good. Pupils enjoy their lessons and benefit from the coaching links with local sporting clubs. The school netball and soccer teams have been very successful in local tournaments and a number of pupils have been involved in regional advancement programmes. Recently, with the considerable attention of the physical education co-ordinator and support of a local secondary school, the national Active Gold Mark award has been achieved.

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

75. There was not enough evidence to report on this area individually, but scrutiny of teachers' plans, interview with the subject co-ordinator and the one lesson observed, shows that the school places high importance on this subject and it contributes effectively to pupils' personal development. The classes are given regular opportunities to sit together to discuss current issues and this enables them to develop an understanding and tolerance of each other's differences. A detailed programme of work covers all aspects of personal, social, health and emotional development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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